



Overseas Schools Offering Support to Children with Special Needs 2015-2016

This list of schools offering Special Education and/or Gifted and Talented programs is compiled from information collected through the 2015-2016 Summary School Information forms submitted by posts, other materials available in A/OPR/OS, and forms from previous years. The information is self-reported, may change from year-to-year, and is by no means conclusive or all-inclusive as school administrators may not report offering a special needs program. In addition, what is available one year may not be the following year due to staff changes. Therefore, the list is, by its very nature, incomplete and may not be reliable in some instances. It is to be used only as a **starting point** in the search for possible programs for children with special needs. In many instances, schooling for children with special needs in overseas locations is not comparable to that available in the United States. Parents should also be aware that many of the schools listed do not offer an American curriculum.

A school whose name appears in **BLUE** is assisted by the U.S. Department of State. The dates in parentheses after the name of the school denote the year the information was received.

Parents are strongly urged to follow the suggestions outlined below in their search for a suitable program for their child(ren):

1. Use this list **only as a starting point** in the search for a suitable program.
2. Be very familiar with your child's school records and the present school's recommendations for accommodations.
3. Contact the Child and Family Program at the Department of State (Tel: 202-663-1904) and inquire about medical clearance requirements.
4. Get in touch with A/OPR/OS Regional Education Officers for further information on any specific overseas school program. A list of the Regional Education Officers, their phone numbers, and e-mail addresses, is included.
5. Contact the school's administration directly and request explicit information on the educational programs presently available, admission criteria, etc.
6. Get in touch with the Community Liaison Office Coordinator at post for any possible background information on the school and possible other programs in the community.
7. Read the brochure *Transitioning to an Overseas Assignment with a Child with Special Needs* with information on special needs in the Foreign Service at www.state.gov/m/a/os/27909.htm.
8. Join FSSpecialNeeds - This Yahoo! group was created to bring together Foreign Service families to share information, stories and ideas about educating children with special needs while serving with the U.S. Government under Chief of Mission authority. FSspecialneeds-subscribe@yahoogroups.com
<http://groups.yahoo.com/group/FSSpecialneeds/>

OFFICE OF OVERSEAS SCHOOLS

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Intranet: <http://aopros.a.state.gov/>

The **Office of Overseas Schools** (A/OPR/OS) is staffed with regional education officers, each assigned oversight of a geographic region, who are well-informed about schools attended by U.S. government school-age dependent children. A/OPR/OS publishes a one page "Fact Sheet" on each overseas American-sponsored school assisted by the Department of State. It also publishes on CD-ROM and hard copy the "U.S. Embassy/Consulate Summary School Information Project," giving detailed information on over 500 overseas schools and preschools, including course offerings, special programs, programs for children with special needs, extracurricular activities, graduation requirements, etc. The CD-ROM is distributed to all posts worldwide as well as to several offices in the Department and to Government agencies with families posted overseas. A/OPR/OS maintains a resource center, staffed by a coordinator, with information on schools such as yearbooks, newsletters, school profiles, curriculums, and a few CDs and DVDs.

Families are encouraged to contact A/OPR/OS for information on educational opportunities overseas for their school-age dependent children.

Director	Dr. Keith D. Miller (202) 261-8200 E-mail: MillerKD2@state.gov
Africa	Mr. Thomas P. Shearer (202) 261-8210 E-mail: ShearerTP@state.gov
American Republics	Dr. William H. Scotti (202) 261-8221 E-mail: ScottiWH2@state.gov
East Asia Pacific	Dr. Lawrence Hobdell (202) 261-8226 E-mail: HobdellL@state.gov
Eastern Europe	Mr. Thomas P. Shearer (202) 261-8210 E-mail: ShearerTP@state.gov
Western Europe	Ms. Christine L. Brown (202) 261-8217 E-mail: BrownCL2@state.gov
Near East, South Asia, Canada, Cyprus, Egypt, Greece, Italy, Morocco, Portugal, Spain, Tunisia and Turkey	Dr. Beatrice H. Cameron (202) 261-8211 E-mail: CameronBH2@state.gov

LEGEND

The following abbreviations and acronyms are used in this list.

A/OPR/OS	The acronym for Administration/Operations/Office of Overseas Schools
A/OS	Office of Overseas Schools
CIS	Council of International Schools
Coed	Coeducational
DoDEA	Department of Defense Education Activity
EC	Early Childhood Education
ECIS	European Council of International Schools
EI	Early Intervention
ELC	Early Learning Center
Forms	British educational levels: Forms I-V are roughly equivalent to U.S. grades 8-12
G	Grade(s)
HS	High school
IB	International Baccalaureate, two-year course of studies leading to an international diploma
IGCSE	International General Certificate of Secondary Education. Examinations for this certificate are taken at the end of the 10th grade.
K	Kindergarten
Mths	Months
N	Nursery
PK	Prekindergarten
Prep.	Preparatory
PS	Preschool
R	Reception, equivalent to U.S. preschool
YR	Year of compulsory education in the U.K.
Yrs	Years

Accrediting Associations:

AdvancED	An organization composed of the Southern Association of Colleges and Schools and North Central Association of Colleges and Schools
CIS	Council of International Schools
MSA	Middle States Association of Colleges and Schools
NEASC	New England Association of Schools and Colleges
WASC	Western Association of Schools and Colleges

SCHOOLS OFFERING SUPPORT TO CHILDREN WITH SPECIAL NEEDS 2015-2016

<u>COUNTRY/CITY/SCHOOL</u>	<u>GRADES</u>	<u>ENROLLMENT</u>
ALBANIA, Tirana		
<i>SPECIAL EDUCATION</i>		
GDQ International Christian (2015)	K-12	115
http://www.gdqschool.org/ GDQ currently provides learning support for students who have been identified with learning disabilities and also for students who have not yet been identified but who exhibit similar learning characteristics and needs and are having difficulty meeting grade level expectations. GDQ currently serves nine K-8 students needing learning support; eight in the mild category and one who receives support at the moderate level. GDQ is currently able to service student with learning disabilities, with mild mental/cognitive impairments, and mild emotional/behavioral disabilities. SEN teachers are qualified and support assistants are qualified or come with years of classroom experience of supporting children in this setting. Due to limited resources, assessments of children of learning disabilities would need to occur before a decision of acceptance was made. There is currently no one available to diagnose disabilities locally. However, assessments have been done by a team of educational psychologists in the past (from the U.S.). If deemed necessary, GDQ would provide the opportunity necessary for testing.		
Puzzles Preschool and Kindergarten (2015)	PK-K	31
www.puzzles.al At present, Puzzles Preschool and Kindergarten does not have programs for children with special needs. However, current special needs students are integrated into the classroom, generally with an assistant.		
Tirana International School (2015)	PK-12	184
http://www.qsi.org/albania/alb/ The School has minimal support for special needs students, and community resources are scarce. For those IEP students with mild learning disorders, who are experiencing learning difficulties, they offer extra teacher support and help families find resources in the expatriate community—although those resources are limited and through the American Embassy.		
World Academy of Tirana (2015)	PK-12	196
www.wat.al At this time special services are not available for children with learning disabilities. The School though considers children with a learning disability on a case-by-case basis. The School employs a psychologist who is available for diagnostics and educational support and has staff that has had training on special needs students.		
ANGOLA, Luanda		
<i>SPECIAL EDUCATION</i>		
Lycée Française Alioune Blondin Bèye (2015)	PK-12	805
http://www.lfluanda.net/ The School has a speech therapist, but no special needs teachers.		
ARGENTINA, Buenos Aires		
<i>SPECIAL EDUCATION</i>		
Lincoln School (2014)	PK-12	811
http://www.lincoln.edu.ar Children with special needs may attend only with a personal aide. There is no one on staff to diagnose disabilities. Special needs teachers are employed and are available in the community to work with the student.		
AUSTRALIA, Canberra		
<i>SPECIAL EDUCATION</i>		
Post Comments–Special Education (2015)	----	----
Government Schools: According to the ACT Government’s policy, <u>Students with a Disability: Meeting Their Educational Needs</u> , “ACT public schools are required to make reasonable adjustments for students with a disability at the time of enrolment and during the course of their education, ensuring that they have the support		

AUSTRALIA, Canberra (cont'd)

SPECIAL EDUCATION (cont'd)

they need to successfully access and participate in the school curriculum, programs and activities in the company of their same-age peers.”

These disabilities are outlined in the publication titled Disability Criteria for ACT Students- Interim 2004. (This is the most recent version.) This publication can be found at:

http://www.det.act.gov.au/_data/assets/pdf_file/0009/17829/DisabilityCriteriaInterim2004.pdf.

The areas which are included are: Intellectual Disability, Language Disorder, Physical Disability, Hearing Impairment or Deafness, Vision Impairment or Blindness, Pervasive Development Disorder (this includes Autism and Asperger’s Syndrome), Mental Health Disorder, and Chronic Medical Condition.

If your child meets the criteria for a disability in the ACT, the first step would be to call the Manager of Disability Education, Lindi Abbott at 011 61 2 262072327. She will determine which Senior Counselor to assign the family. The Senior Counselor works with families on an individual basis to ensure the best placement for their child based on their needs and availability in their local public school. In order for them to best place your child, they need to have as much quality and current information as you have for the child, such as any medical and or psychological reports, cognitive and educational testing reports, and any additional information that you can provide. The Senior Counselors are also responsible for coordinating early intervention programs for children not yet school age. For more information, please contact the Student Support Section of the Education and Training Directorate at (02) 6205 6925.

You must have an ACT address before a placement can be made. If you are put in temporary housing upon your arrival to Canberra, you may use the US Embassy address to begin the process of reviewing your child’s information by a Senior Counselor. Information on your permanent residence must be provided as soon as possible, however. The embassy address in Canberra is: Moonah Place, Yarralumala, Canberra, ACT 2600.

ADHD and Learning Disabilities are **not** considered disabilities in the ACT. Parents who have a child that has been diagnosed with a learning disability or other health impairment not specified in the Student Disability Criteria, such as ADHD, need to work directly with the local school’s leadership team. All Government schools have a Learning Support Coordinator (Special Needs Coordinator), who will coordinate services within the individual schools. If a student from another school enters the ACT public school system with an Individual Education Plan (IEP) and supporting documentation, it will be reviewed and reasonable accommodations will be made for the student. The ACT public schools use the term Individual Learning Plan (ILP). Many schools have a Literacy and Numeracy Coordinator, and Learning Support Centers within the schools. Students will be assessed by the school’s Learning Support Staff and support will be catered by their local school’s leadership team. A student does not have to be diagnosed with a disability to have an ILP. A public school will consider accommodations and recommendation for a student with an incoming IEP from another school with coordinating documentation. From 2015, early intervention services will be provided by non-government organizations.

Government schools do not provide individual therapy, such as O.T., Speech or Physical Therapy. These services are coordinated through central placement in the Therapy ACT department at <http://www.dhcs.act.gov.au/therapyact>. The possible exception is with Specialist School programs that might have them in-house.

Non-Government Schools: Catholic Schools and Independent Schools are bound by the same laws protecting the rights of students with disabilities to ensure they have the access and support they need to participate in the school curriculum, programs and activities in the company of their same-age peers. They follow the same criteria of disabilities as outlined by the Australian Government.

Catholic Schools: A copy of the Archdiocese of Canberra and Goulburn, Catholic Education Office policy on Students with Disabilities–Identification and Support, can be found on their website, <http://www.ceocg.catholic.edu.au/>, under the “Parents” tab,” General Policies”, and scroll down for “Students

AUSTRALIA, Canberra (cont'd)

SPECIAL EDUCATION (cont'd)

With Special Needs (Disabilities) Identification and Support". The schools follow a fully inclusive model, which means that they do not have specific schools or units for students. If you elect to send your child to a Catholic School, you would apply directly to that school and meet with the principal to discuss your child's needs. A representative from the Office of Catholic Schools would also attend the initial meeting with you. The Senior Officer of Learning Support is Patrick Kelly (patrick.kelly@cg.catholic.ed.au). Catholic Schools provide two levels of support. The first level supports students with a Disability that meet the criteria outlined by the Australian Government. The second level supports students with other needs. At this level, there does not have to be documentation. Support is based on the individual needs of the child.

Independent Schools: For additional information on independent schools in Canberra, you can go to The Association of Independent Schools website, www.ais.act.edu.au . The association represents the 17 independent schools in Canberra and there is a link to the various schools on their website.

Because independent schools must follow the same ACT guidelines and criteria for disabilities, there are learning support services available at all independent schools. It is important to note that independent schools do not receive the same amount of funding for learning support as government schools so their programs can be smaller. If there is an independent school that you are interested in, the best approach would be to contact the school directly to discuss your child's specific needs to see what learning support is available for them. In some instances the larger the school, the better resources they have available. Smaller schools, however, are able to provide more personal approach to learning support.

One of the independent schools that many of the American students attend is the Canberra Girls Grammar School (CGGS). The CGGS provides student support at both the Junior and Senior schools. Bill Weigall, Head of Faculty-Student enrichment and support, oversees the specialized support program at the Senior School, while Heather Ablett, and is the appropriate person to contact for more information about the Junior School Specialized Support program. There are different models of support from small group, teacher's assistant support in the class, to study support. These services are provided based on the individual needs of the students. The best approach is to discuss your child's needs during the enrolment interview and the best placement for your child will be discussed. It is also advised that you will be required to provide the Director of Admissions with copies of your child's current school records and supporting documentation prior to the enrolment interview.

Canberra Grammar Senior School (Grades 7-12) has a Learning Support Department which can support students with disabilities, including AD/HD and ASD. Nathalie Ross is the Director of the Teaching and Learning Support Department. The school has Learning Support teachers and Learning Assistants who provide in-class support as well as provide support to teachers. In Years 7 – 9 there is a Strategies Class that teaches students academic strategies to support them in their other classes. Upon enrolment, a school counsellor will review any documentation you have for your child and work with you and a case manager to provide the learning support needed based on the needs of your child. The Director of Academic Education in the Primary School (grades Pre-K - 6) is Tracey Maynard. In the Primary School, Mrs. Maynard works with The Enrichment Team (TET), which includes the Counsellor, to monitor the academic performance of all students. The Enrichment Team teachers and teaching assistant/s work with class teachers to ensure that student learning is personalised, reflects students' abilities and interests and is informed by the analysis of summative data and other formative information. During the enrollment process your child may be given a basic assessment. Parents should bring all school reports at that time, including any Individual Plans, to find the best placement for your child.

GIFTED AND TALENTED

Gifted and Talented (2014)

Government Schools: For the ACT Government Policy on Gifted and Talented Students, use this link: www.det.act.gov.au/publications_and_policies/policy_a-z . All government schools are required to have

AUSTRALIA, Canberra (cont'd)

SPECIAL EDUCATION (cont'd)

processes in place to meet the needs for gifted and talented students. If you are interested in specific information, you should contact the local primary school directly to see what their school offers.

There are some primary schools and high schools that have well-known programs. Please note that many are at full capacity so it might be difficult for out-of-area children to be placed. At the primary level, there is a self-contained program in the Northern area at Palmerston Primary School in the Gunghalin District (www.palmdps.act.edu.au), and Kaleen Primary School (www.kaleenps.act.edu.au) in the Belconnen District. In the Southern area, Curtin Primary School (www.curtinps.act.edu.au) has a program for gifted learners called Pathways for Accelerated Learners (PALS) and Garran Primary School (www.garranps.act.edu.au) offers an Accelerated Learning Program (ALP) for years 1-6.

At the secondary level, in the Northern area, Lyneham High has a program called Lyneham Enriched Academic Program (LEAP), which caters to gifted and talented students. For more information on their program, visit the school website www.lynehamhs.act.edu.au. Lyneham's LEAP program has its own identification process, so even if your child has been identified as Gifted and Talented, they must go through the identification process through the school. Alfred Deakin High has a subject based program called Unicorn Challenge Program. For more information on this program, visit their website <http://www.adhs.act.edu.au>.

There is an ACT Gifted and Talented Support Group website www.actgifted.net.au. Additional information on Gifted Education in Australia can also be found on the www.aussieeducator.org.au website.

Non-Government Schools-Catholic Schools: Each individual school has its own criteria and programs in the area of Gifted and Talented Education. The best approach is to get in contact with the local Catholic School you are interested in and discuss what kind of programs they offer in the area of Gifted and Talented Education. Many schools offer enrichment and extension programs that challenge students at a higher level.

Non-Government Schools-Independent Schools: Each individual independent school has its own Gifted and Talented Program. Many schools have enrichment and extension programs that also challenge students at a higher level. It is important that you bring your child's academic record to the enrollment meeting with the school so they can be reviewed and the best placement for your child can be determined.

- **Canberra Girls Grammar School** (<http://www.cggs.act.edu.au/>) Upon enrollment, new students are given a Robert Allwell overall entrance/placement test. Based on the results, students can be identified as Gifted and Talented. The program is not structured, but based on the needs of the student, appropriate placement will be made. Students who perform well in specific areas of the test might be streamed into English, Math, or Science classes. This means that they are placed in a class with students whose achievement in the subject is the same as theirs. There are also extension programs which further challenge students. The Allwell tests are given in Years 6, 7, and 10 in order to continually monitor their placement. Additionally, there are teachers who track a student's progress to be sure they are performing at the level they should be and if there are any gaps, intervention can be started. There are co-curricular activities designed for Gifted and Talented students. Jane O'Brien, Director of Teaching and Learning, is the person in charge of the department at Canberra Girls Grammar School.
- **Canberra Grammar School** (<http://www.cgs.act.edu.au/>) The Junior School does not have a structured Gifted and Talented Program, but it does provide enrichment and extension curriculum for students. These provide opportunities for students to broaden their knowledge in a particular area of study.

International Baccalaureate Programs-Government Schools: There are some IB Programs at the Primary School level for Government Schools. North Ainslie Primary School in the Northern Canberra (www.nthainslieps.act.edu.au) offers an IB program from Pre-K-Year 6. Gold Creek School (www.goldcreek.act.edu.au), also in North Canberra, is currently pursuing its IB PYP authorization and hopes to be authorized by the end of 2014. Red Hill Primary School (www.redhillps@act.edu.au) in South Canberra

AUSTRALIA, Canberra (cont'd)

SPECIAL EDUCATION (cont'd)

offers the IB Primary Years Program. Telopea Park School (www.telopea.act.edu.au), which is bilingual French –Australian School for grades K-10 offers the IB program for its students.

There are three Public Secondary Schools (Years 11 and 12) that offer an IB Diploma. There are two in the Southern area, Canberra College in Woden Campus (<http://www.canberrac.act.edu.au/>), and Narrabundah College (www.narrabundahc.act.edu.au) in Kingston. Narrabundah College offers the Secondary School French Baccalaureate Program for the Telopea Park School, as well as the International Baccalaureate Program. In the Northern area there is Melba Copland Secondary College (www.mcsc.act.edu.au) in Melba in the Belconnen District that offers the IB Diploma program.

International Baccalaureate Programs Non-Government Schools-Catholic Schools: At this time, the Catholic Schools do not offer any IB programs.

International Baccalaureate Programs Non-Government Schools-Independent Schools:

- **Canberra Girls Grammar School** (www.cggs.act.edu.au) is an International Baccalaureate World School and offers both the IB Diploma Program in Years 11 and 12 and the Primary Years Program.
- **Canberra Grammar School** (www.cgs.act.edu.au) is also an authorized IB World School offering the International Baccalaureate Diploma Program in Years 11 - 12. Canberra Grammar's Junior School is a candidate school for the PYP with a view to be offering it in the next two years. For more information, contact Julian Jefferys, IB@cgs.act.edu.au.

AUSTRALIA, Melbourne

SPECIAL EDUCATION

St. Leonard's College (2011)	K-12	1,642
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<http://www.stleonards.vic.edu.au/> Mild emotionally disturbed and mentally handicapped at all grade levels. Mild hearing impaired, multiply handicapped, and orthopedically impaired at the middle school grade levels. Mild to severe learning disabled at all grade levels. Mild to moderate speech impaired at all grade levels. Mild visually impaired at the high school grade level. The school is handicapped accessible. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities. The school has learning support in the class, through small groups, withdrawal programs, special classes, and in-class specialists.

Wesley College (2011)	K-12	1,495
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<http://www.wesleycollege.net/> Wesley is an "open entry" school, which means admission is non-selective. An interview, however, is required to assure the school can offer an appropriate program. The school is able to provide for some special needs students.

GIFTED AND TALENTED

St. Leonard's College (2011)	K-12	1,642
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<http://www.stleonards.vic.edu.au/> The school has a gifted and talented program at all grade levels. There is Year 6 entry testing. There is acceleration in math from Year 9 and enrichment, skill development in creative and critical thinking. From Years 7-9 there is the PRISM program which meets weekly for 45 minutes. There is an in-class specialist who meets with students once per week and rotating focus groups.

Wesley College (2011)	K-12	1,495
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<http://www.wesleycollege.net/> Programs such as Wesley Individual Needs Gifted Students (WINGS), the Challenge Program and the Talent Development Program (TDP) offer students opportunities to extend and to foster their development, through a holistic program that integrates their natural talents and strengths, within a small group environment. Students from the junior and middle schools are given the opportunity to work with "like minds". The aim of these programs is to: develop problem-solving strategies that build self-esteem; learn to challenge themselves and to understand their unique talents and individual learning style; and allow them to explore boundaries in a safe educational environment.

AUSTRALIA, Perth

SPECIAL EDUCATION

Christ Church Grammar School (boys only) (2013) PK-12 1,500+
<http://www.ccgswa.edu.au/> Christ Church offers a self-contained as well as a resource and mainstream learning support program. Services are offered to eligible students including those with moderate intellectual impairment. The school's Peter Moyes Centre, includes several classrooms within the main campus and provides a self-contained program for boys. The Peter Moyes Centre provides a service to students with a range of disabilities which vary in the level of support needed from low to high. These include severe language impairment, autism, Down syndrome, intellectual and multiple disabilities.

Presbyterian Ladies College (PK-K coed; 1-12 girls only) (2013) PK-12 1,100
<http://www.plc.wa.edu.au/> PLC offers some services for children with special needs and has a "Learning Enrichment Center". The school will consider admitting children with ADD or dyslexia children but probably not an autistic child. There is currently a child enrolled who is sight impaired. The admission of children with special needs is on a case-by-case basis.

Scotch College (boys only) (2012) PK-12 1,200
<http://www.scotch.wa.edu.au/view/support-at-scotch/> The school staff includes a psychologist and speech therapist, and there are academic support teams who offer some services for special needs students. Admission of students needing learning support is done on a case-by-case basis.

Shenton College (2013) 8-12 1,200+
<http://www.shenton.wa.edu.au/> The school has a Deaf Education Centre for deaf and hard of hearing students. All of the Deaf Education Centre facilities are embedded into Shenton College to construct an inclusive learning environment. In terms of admissions you must be living in the school catchment area to be able to attend.

GIFTED AND TALENTED

Presbyterian Ladies College (girls only) (2013) PK-12 1,100
<http://www.plc.wa.edu.au/default.aspx> Two years ago PLC began offering music scholarships for gifted students.

Scotch College (boys only) (2012) PK-12 1,200
<http://www.scotch.wa.edu.au/view/support-at-scotch/> The school does offer a gifted program, with challenging extension courses appropriate for those students who are ready for higher academics.

Shenton College (2013) 8-12 1,200+
<http://www.shenton.wa.edu.au/> The Shenton College Academic Talent Program is one of the select gifted and talented programs funded by the Department of Education and Training to provide special programs for academically gifted children. Students joining the Shenton ATP do so through the annual testing program administered by the Department of Education. There is a humanities and math/science stream, students join one or both of these depending on their test results.

AUSTRALIA, Sydney

SPECIAL EDUCATION

Post Comments-Education Handbook (2014) ---- ----
When possible, children with special needs are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment. For further information please refer to the NSW Schools website. This website will advise of the various levels of support in the public school system and will direct you to a listing of schools which cater for students with special needs: <http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>.

AUSTRALIA, Sydney (cont'd)

SPECIAL EDUCATION (cont'd)

Private therapy is also available for speech related issues. Assessment centers conduct testing to determine/verify conditions and therapies available.

Special Needs Learning Assistance Program (2014)

The New South Wales (NSW) Department of Education and Training (DET) provides a range of support provisions for students with additional learning needs.

Some of these provisions, including special class placement or funding support, require the student to have confirmation of a disability in accordance with NSW DET Disability Criteria. Other non-categorical provisions, e.g. the *Learning Assistance Program*, provide support for students without the need for a confirmation of a disability.

When possible, children with special needs are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment. There are also special schools which address a variety of needs, when the local neighborhood schools do not provide sufficient support. However, parents must apply for places in these schools, and the waiting lists can be very long.

In general, the four factors for placement in a school are (not in any particular order):

- A. Suitability
- B. Eligibility
- C. Location of home address
- D. Availability

The commitment by NSWDET is to place the child as close as possible to the home address. That, of course, is based on availability. A placement for a student can only be made when there is a home address. NSWDET have been accommodating with incoming Mission families when the family's residence has not yet been identified. Special needs students would be provided with transport ONLY if the parents can prove they are unable to transport the child themselves. School transport is only for children with disabilities and therefore siblings could not ride with him/her assuming, that is, siblings were attending the same school.

For further information please refer to the NSW Schools website. This website will advise of the various levels of support in the public school system and will direct you to a listing of schools which specifically cater to students with special needs: <http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>.

Post's experience with NSWDET administrators has been positive. The staff prefers to deal directly with parents in order to best assess the educational options for the children. Please have handy the names of any medications, treatment plans and medical diagnoses currently in effect when communicating with the NSWDET staff.

Private Schools: Post has found that, for all types of schooling, private schools in Sydney are often more responsive to the needs of international families than public schools, and their curriculums can be more flexible. Because American students are arriving with a variety of educational backgrounds, this can be an important factor in deciding on appropriate placement for children.

Sydney has a large variety of private schools for children with special needs. A useful point of contact can be a Sydney-based physician or therapist who has specialized in the child's area of need. These professionals are generally familiar with the schools in the area, and can often recommend schools which might be appropriate for a child's situation. The RMO at the Embassy in Canberra should be able to provide contact information for

AUSTRALIA, Sydney (cont'd)

SPECIAL EDUCATION (cont'd)

physicians and therapists. The CLO office also maintains a list of schools and physicians recommended by Consulate families.

Recommendation: Some Post families have been entirely happy with the special needs support provided by the public schools, while others prefer a private school placement. In either case, it is important to start searching for a school and applying for places as soon as possible – a year to 6 months in advance. Waiting lists for both public and private schools can be very long, so it can happen that a special needs child may be placed in a less than ideal neighborhood public school while waiting for a place to open up at another school. The following information has been provided by parents at post. These are some of the schools they contacted as they searched for appropriate placement for their children; Post does not endorse any of these schools in any way and this is certainly not a complete list of available options – this information is provided as a possible starting point for parents. Special needs schools information. If you want your child to go to a public school system for special needs you can contact:

Janine McDermott
Disability Programs Consultant
NE Zone, Bondi Office
Sydney Region
(02) 9298 6922

Public Schools:

Rainbow Street Public School (telephone : 02-9398-1986)
Annandale Public School (02-9516-3711)
Leichhardt Public School (02-9560-9440)
Vaucluse Public School

Private special needs schools:

St Lucy's School (02-9487-1277)
Musec School (Macquarie University Special Education Center) (02-9850-8691)
Woodbury (02-9639-6152)
Giant Steps: (02-9879-4971)
Arranounbai School (02-9452-3168)
Aspect South East Sydney for Autistic Children (02-9454-8359)

Blessed Sacrament Catholic Primary School (2014)

K-6

169

<http://www.bscliftongardens.catholic.edu.au/Pages/Home.aspx> Learning support groups are provided for children who need additional support, but there is not a developed special needs program at the school.

Giant Steps (2014)

K-12

81

<http://giantsteps.net.au/> This school serves children with autistic spectrum disorder. The long-term goal is to assist children to mainstream into regular schools; to that end, the school offers an early intervention program to preschool children, and offers K-12 and young adult classes as well. There are 24 teachers, 18 therapists, and 31 aides to serve a population of 81 students.

Every day at Giant Steps teachers, therapists and educators work intensively on the children's individual goals within a caring and supportive environment. They work with all age levels: in play steps (18 months -5 years), early learning (3-6 years), kindergarten to Year 6 (5-12 years) and secondary school (12-18 years) programs. Features of the school program include:

- A transdisciplinary approach where speech, occupational and music therapists work with special education staff in a collaborative team developing individual programs specific to each child's needs and abilities within the NSW Board of Studies curriculum framework.
- The school is structured around class groupings and students engage in whole class, small group, paired, individual and whole school teaching and learning programs.

AUSTRALIA, Sydney (cont'd)

SPECIAL EDUCATION (cont'd)

- Highly trained and committed staff.
- Individualized small group instruction by specialist teachers and educators.
- Programs and therapies soundly based on current research.
- Setting of individual goals and close monitoring of a child's progress.
- Program adjustment based on each child's need.
- Parent consultation and guidance in helping the child at home.
- Home visits, preschool support, community outings.
- Where appropriate, transition to the child's next educational setting.

Joseph Varga School (2015)

K-12

25

<http://josephvargaschool.nsw.edu.au> Their students often require additional support or adjustments to teaching, learning and assessment activities.

Kesser Torah College (Jewish) (2015)

K-12

400+

<http://www.kessertorah.nsw.edu.au/> Children referred for special education receive individualized programs after a comprehensive assessment. In the primary school, children are given the opportunity to follow their tailored program at least three times a week. They spend time with the special education teacher and with teacher's aides and/or volunteer parents. Their teachers are trained in differentiating the curriculum in order to develop and encourage higher order thinking skills. English language and mathematics enrichment groups provide further avenues for children to explore their areas of strength and interest.

Students with special education needs in the high school are provided for in the following ways:

- Through the differentiation of outcomes and content in syllabuses which provide for the full range of students.
- Through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabuses.
- Through the development of specific support programs for students with special education needs.
- Development of individualized Judaic studies and Hebrew programs.

Programs for assistance are individualized, differentiated and modified to support and link into the mainstream curriculum. This allows students a chance to succeed and develop a great sense of achievement while having their needs addressed.

Knox Grammar School (Boys only) (2015)

K-12

2,427

<http://www.knox.nsw.edu.au/> **The Team:** the learning support team provides a broad band of support services that are designed to assist all students to reach their potential. The term special needs embraces a range of individual needs which include academic, emotional, physical, social or behavioral difficulties and may include boys with a disability, global or specific learning difficulty or those boys who are identified as Gifted and Talented. The team consists of trained special education teachers and trained teacher's aides. The team works collaboratively with our school counselor.

How the Program Works: Boys with learning difficulties, gifts and talents or behavior difficulties receive appropriate programs designed to realize their potential. Learning support staff works closely with the classroom teacher to assist with meeting the needs of individual boys. Parents are also an essential part of the team and where possible, are involved in goal setting and provision of support.

The learning support team also consults with other professionals, including those with expertise in occupational therapy, speech pathology, counselling and the administration of educational psychological assessments. These professionals provide additional insights and support to the team, parents, classroom teachers and boys.

AUSTRALIA, Sydney (cont'd)

SPECIAL EDUCATION (cont'd)

Redfield College (2015)

2-12

www.redfield.nsw.edu.au/learning/learningsupport The Learning Support Department at Redfield College plays an important role in developing the literacy and numeracy skills of students involved in their program. They use a variety of evidence based programs to assist their low progress learners acquire the fundamentals in literacy and numeracy. Their dedicated team consists of one teacher and four teachers' aides, one of whom has a background in speech pathology. Their learning support team has enjoyed a great deal of success over the past few years and this is attributed to the tireless work of their parent volunteers, committed staff and the implementation of research based remedial programs. Students involved in the program receive: one-to-one instruction in MULTILIT; one-to-one instruction in MULTILIT-extension; small group guided reading sessions; small group spelling sessions; one-to-one reinforced reading; small group Cars and Stars comprehension; variety of diagnostic and standardized assessments; in class support across literacy and numeracy subjects; in class support with individualized education programs. The Learning Support Team encourages a consistent teacher-parent communication network and fosters a warm and caring learning environment.

Sydney Church of England Co-Ed Grammar School Redlands (2015)

1,436

www.redlands.nsw.edu.au/ "Learning Support" is provided for students who are finding it difficult to keep up with the pace of work, or who have been diagnosed with a specific learning difficulty which hinders their progress. Following individual testing and assessment, Individual Education Plans are developed. Specialist staff works with small groups inside and outside timetabled lessons. In addition, individual support is provided on an as needs basis. Learning support is provided for Redlands students requiring additional support in numeracy and literacy, English as a second language (ESL) and intensive English course (IEC).

Tangara School (girls only) (2015)

K-12

www.tangara.nsw.edu.au A program of regular whole-grade screen testing identifies and monitors students who find some learning difficult. These students are supported through in-class differentiation of work, in conjunction with individual or small group withdrawal as required. In Years 1 to 6, L-Max, a structured literacy support program, assists students to improve their skills in this key area of learning in a small group setting. In secondary, the Socrates Program continues this support, with the Special Needs Coordinator advising subject teachers and working with students to support their learning needs.

GIFTED AND TALENTED

Knox Grammar School (Boys only) (2015)

K-12

2,427

<http://www.knox.nsw.edu.au/> Boys who are identified as gifted and talented receive a program designed to provide opportunities to work beyond the core curriculum. The program allows the boys to study not only at a higher level but also at greater depth and faster pace. Support may be offered to withdrawal groups allowing like minds to work and socialize together, or in-class allowing two teachers to work with each class group. There are also opportunities for boys to work together in clubs after school. Gifted students in Year 5 and 6 may be placed into a da Vinci class to provide enrichment and extension opportunities.

Reddam House (2015)

K-12

800+

www.reddamhouse.com.au Tailor-made programs have been specifically structured to cater for gifted and talented students. Acceleration opportunities exist in mathematics, information processes & technology, software design & development and language courses, allowing students to sit for the relevant Australian examinations in Year 11 rather than in Year 12.

Sydney Church of England Co-Ed Grammar School Redlands (2015)

1,436

www.redlands.nsw.edu.au "Learning Plus" ensures the more highly capable students are stimulated and challenged through academic extension programs. This is additional to the differentiated programming that occurs within regular classroom activity, where academically able students are further extended by course work.

AUSTRIA, Vienna

SPECIAL EDUCATION

American International School of Vienna (2015)	PK-12	774
www.ais.at The School can accommodate mild learning disabilities. Resource support is provided on a limited basis, and applications are reviewed on a case-by-case basis.		

Danube International School of Vienna (2015)	PK-12	560
www.danubeschool.com Additional learning support is paid for by parents and varies from one-to-one support to a single period per week.		

International Christian School of Vienna (2015)	K-12	227
http://www.icsv.at ICSV has a limited enrollment Student Learning Support Program run by a full-time special education teacher. ICSV offers services to students in primary through grade 8 that have pre-diagnosed mild learning, behavioral, social, and physical challenges or disabilities. Enrollment into the Student Learning Support Program is based upon the needs of each individual student and their projected ability to be successful with the supports available at ICSV. Students with identified needs are fully integrated into the regular classroom and receive in class and/or pull-out support depending on their individual needs. The student Learning Support Program also provides: consultation and support for teachers, parents and students; school based team support; educational assessments including the Woodcock Johnson, DRA and NWEA MAP tests; individual education plans or goals documents outlining the individual needs of each student, their goals, and strategies and supports to help them achieve their goals; ICSV also provides basic counseling services. Students with an individual education plan may also be provided with accommodations and/or modifications according to their individual needs.		

Vienna International School (2015)	PK-12	1,376
www.vis.ac.at The School has a learning support program which aims to support the learning of all students, offering advice and help particularly for those who need extra support in accessing the curriculum and those who would benefit from extension work. The learning support department is staffed by counselors and qualified learning support teachers and is supported by a small team of educational support assistants. The majority of support provided takes place in the mainstream classroom but is flexible depending on the needs of the student.		

AZERBAIJAN, Baku

SPECIAL EDUCATION

Baku International School (2015)	PK-12	209
http://www.qsi.org/azerbaijan/azb/ The School offers placement based on ability level for students in mathematics, reading and language arts. They do not have an official special needs program. The School individualizes as much as is feasible to address special needs and works closely with the U.S. Embassy and the Office of Overseas Schools to provide additional support for students. They are happy to address concerns on a case-by-case basis.		

The International School of Azerbaijan (2015)	PK-12	731
www.tisa.az English as a Second Language support is available. Other special needs are addressed on an as needed basis. All students are mainstreamed into classes with the focus being on inclusion.		

BAHAMAS, Freeport

SPECIAL EDUCATION

Post Comments-Education Options in Freeport (2014)	----	----
Most of the schools listed state that they are able to accommodate a child with special needs. If a child has a developmental disability (autism, cerebral palsy, Down's syndrome, etc.) there is one Bahamian government administered school that can accommodate this type of student (The Beacon School). However, this school has limited resources for the many children who attend and quality could be of concern.		

BAHAMAS, Freeport (cont'd)

SPECIAL EDUCATION (cont'd)

- **Lucaya International School**, PK through Year 13 www.lucayainternationalschool.com, 242-373-4004
- **Bishop Michael Eldon School**, nursery through grade 12 www.bmeswarriors.com, 242-373-4391 (primary), 242-373-3579 (upper)
- **Mary Star of the Sea Catholic School**, PK through grade 6 www.mss.cec.edu.bs, 242-373-3456
- **Sunland Baptist Academy**, PK through grade 12 www.sunlandbaptistacademy.org, 242-373-3700
- **Alpha Omega Christian School**, kindergarten through grade 12 242-352-4378
- **Grand Bahama Catholic High School**, grades 7 through 12 www.chs.cec.edu.bs, 242-352-2544
- **Freeport Gospel Chapel**, PK through grade 6 www.fgchapelschool.org, 242-374-3427

School for Children with Learning Difficulties

- The Education Center, All School Aged Children (PRIVATE) 1-242-352-7428

School for Children with Special Needs

- The Beacon School, All School Aged Children (PUBLIC) 1-242-352-8445

Schools for Children with Special Needs (2014)

The Education Center: School director: Dr. Bonnie Franks. Phone contact: 1-242-352-7428.

This is a private facility. This school caters to school age children with learning difficulties, such as children who have difficulty with reading or classroom learning. The school feels that some children have learning difficulties that have manifested themselves in behavior problems in the classroom. There is no school website at present. It is located on East Sunrise Highway. All school aged children are served here except for preschoolers. They do not have the capacity to deal with children that have learning disabilities such as autism or cerebral palsy.

The Beacon School: School director: Cheryl Wood. Phone contact: 1-242-352-8445.

This school is a Bahamian government-run school in Freeport. It is the only school on the island that serves children with all types of learning disabilities, however they do not have any programs for the hearing or visually impaired child. They serve ages 5 through 21 years old. There are around 100 students currently enrolled in the school that follows the calendar of most other schools on island, having a break in the summer. The enrollment is open to non-Bahamians. Class size is 8-10 students, with 10 being the maximum number allowed per class. The school has been in existence for 35-40 years, with the current campus being in use since 1997. There is a speech/language therapist as well as a full-time nurse on staff. Children are able to participate in physiotherapy at the Rand Hospital that is nearly adjacent to the school. While this school has in the past served at least one member of the U.S. government dependent community, a parent is strongly encouraged to visit the school prior to making a decision as to the appropriateness of this facility for their child. Interviews within the Freeport community have yielded concerns with the school's resources being stretched beyond what they should. The only fees for the school are for gym clothing and books, usually totaling less than \$200. Insurance is also required, but current health insurance should be sufficient. There is no website. It is located on Frobisher Road in downtown Freeport.

BAHAMAS, Nassau

SPECIAL EDUCATION

Post Comments-Special Needs Schools (2015)

Most of the schools listed state that they are able to accommodate a child with special needs. If a child has a developmental disability (autism, cerebral palsy, Down's syndrome, etc.) there is one Bahamian government administered school that can accommodate this type of student (The Beacon School). However, this school has limited resources for the many children who attend and quality could be of concern.

- **Seahorse Institute** <http://www.seahorseinstitute.org/> Seahorse Institute provides educational programming for children with developmental disabilities from the ages of 2 through to adulthood. Seahorse Institute currently has four programs. All of Seahorse Institute's programs are scientifically

BAHAMAS, Nassau (cont'd)

SPECIAL EDUCATION (cont'd)

research based and have no more than a 3:1 student to teacher ratio. Every student at Seahorse Institute is on an individual education plan, and they have a detailed data collection system on each student's progress. The Hope Program a 1:1 intensive verbal behavior/applied behavior analysis based program. This program caters to ages 2 through to 22, on the autism spectrum or a related disability. The Let's Talk program is an early intervention program for children with varying exceptionalities, between the ages of 2 and 6. Students in this program are either, language delayed and need a boost in speech/language skills before heading into a mainstream classroom; or, have a significant developmental delay and need a jump start in intervention. The Spirit Program is for children ages 7 to 15 with varying exceptionalities. These students cannot manage the demands of a traditional classroom, but continue to need support toward age appropriate educational and developmental skills. The Step Program is for ages 16 and above and caters to the educational, vocational, and independent living skills of the young adult population.

- **Caribbean Center for Child Development** (CCCD) www.caribbeancenter.org Caribbean Center for Child Development is an internationally recognized center that has been created to facilitate the journey for children, adolescents and adults who struggle. CCCD provides an array of psychological services that include cognitive behavioral therapy for all ages, marital therapy, family therapy and psychopharmacological interventions. The Caribbean Center for Child Development was established in 2007 and has adopted a mission that states; "our mission and our strength lie in helping children with developmental delays and/or social and emotional challenges, from attention-deficit/hyperactivity disorder and learning disabilities to more severe challenges, such as autism, mental retardation, selective mutism and language delays. The clinical director and the development disabilities specialist work with a team of professionals in order to provide a myriad of services to meet the individual needs of each child. The specific services offered include: diagnostic assessments, individual and family therapy, speech and language therapy, occupational therapy, Lindamood-Bell interventions, developmental pediatrics and other services and therapies as needed. CCCD also uses current technology in their programs. There are on-line programs which are used to assist with the child's development, including the cognitive working memory training. CCCD works with several schools on the island to assist students. The students may remain at school and receive therapy during a free time during the regular school day. This is not guaranteed at all schools and schools that do provide it need to have the space to do so. Please ask the school you are researching if they offer this time for their students or contact CCCD to see which schools they are currently or have worked with previously.

Lyford Cay International School (2014)

PK-12

350

<http://www.leis.bs/page> There are student support services at the school with a Learning Enhancement Program that serves students with very mild learning issues and that are mainstreamed and work independently in the classroom. The School supports students that may need accommodations such as preferential seating, additional time for exams etc. In general services in this area are very limited.

BAHRAIN, Manama

SPECIAL EDUCATION

The Bahrain School (DoDEA) (2015)

K-12

712

<http://www.dodea.edu/Europe/Mediterranean/Bahrain/BahrainMHS/> Services are offered for mild hearing impaired, mild learning disabled and mild speech impaired at all grade levels through the regular classroom and a resource room. Remedial programs are available for math and reading, speech therapy, learning impaired, and communication impaired. REQUIRES DoDEA agreement.

The British School of Bahrain (2015)

K-12

1,600

<http://www.britishschoolbahrain.com/> The BSB provides an educational program for children who fall within the mainstream spectrum. Within this spectrum, they recognize that every child has his or her own particular learning profile and range of talents and abilities and they endeavor to meet a wide range of individual learning

BAHRAIN, Manama (cont'd)

SPECIAL EDUCATION (cont'd)

needs in the delivery of our curriculum through a variety of differentiation strategies. They require a good level of English proficiency for admission to the BSB and they do not currently provide any programs to teach students for whom English is an additional language who are at an early stage of acquiring English.

They have only limited resources to cater to students whose learning needs require significant support and, for this reason, they do not admit students with specific learning needs that fall outside the mainstream spectrum.

The Children's Academy (2015)

3-12yrs

<http://www.childrensacademybahrain.com/> The Academy is an independent school for children with moderate learning difficulties who possess the cognitive skills to benefit from an academic program based on the British National Curriculum. It is affiliated with the Alpha Plus Group who runs independent schools in England.

The Children's Academy caters for pupils between the ages of 3 and 9 years who struggle to achieve expected levels of attainment at school, and for whom differentiation or special pupil grouping in mainstream settings is not enough. Some pupils have specific learning needs associated with dyslexia, dyscalculia or dyspraxia. Some have speech and language delay or low levels of concentration and self-esteem.

The Children's Academy provides an individualized education within a nurturing learning environment offering high levels of academic and therapeutic support. At the heart of the school's ethos is the belief that the development of a positive self-image is the key to the development of a child's full potential. To this end, the school is committed to providing an educational environment in which all children can experience success.

The Children's Academy also offers an afternoon Outreach program for pupils between the ages of 9 to 16. The Outreach program is aimed at those with a variety of learning and development needs and focuses on building life and social skills.

GIFTED AND TALENTED

The Bahrain School (DoDEA) (2015)

K-12

712

www.bahr-ehs.eu.dodea.edu Bahrain School offers gifted education services at all grade levels. Students who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment are referred to the school's Gifted Review Committee. Referrals may come from the screening of school records or the nomination by parents or teachers. Multiple criteria are used for determining eligibility. The Gifted Review Committee considers all available information collected in a student profile of strengths folder. Data collected may include rating scales, classroom observations, student work samples, grade reports, test scores and anecdotal records.

BANGLADESH, Dhaka

SPECIAL EDUCATION

American International School Dhaka (2015)

PS-12

753

<http://www.aisdhaka.org> AISD has limited special needs services. Mild learning disabled at all grade levels in the regular classroom and the use of a resource room. Mild speech impaired at the elementary grade levels. The school attempts to be inclusive to special needs students but it will not modify the curriculum. There is little to no pull-out services but depending on the needs of the child, an educational aid may be assigned (assessed on a case-by-case basis.) The school has a strong support system for students who are ESL. The city of Dhaka does not offer extensive support services. Contact the school early on, to determine if appropriate support services exist for specific needs. There is currently a speech therapist as well as a school psychologist on staff. It is important that the parents of special needs students begin communicating with the school well in advance of arriving at Post. The School may not accept a special needs student if it doesn't feel the student can be successful at AISD.

BANGLADESH, Dhaka (cont'd)

SPECIAL EDUCATION (cont'd)

French International School of Dhaka (2015)	PK-12	115
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www.efid.org No formal special needs program is offered. Students are evaluated on a case-by-case basis and will be considered for admission only if the student can be integrated into the regular classroom/curriculum. There is an opportunity to hire a special educational aid that would accompany and assist the student during the school day. Parents may be asked to pay for this service depending on the needs. There are no pull-outs but after school assistance may be possible. Please contact the school directly as soon as possible in order to be considered for special needs assistance/admission.

Grace International School (2015)	PK-12	241
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www.graceinternationalschool.org The School offers a mild special needs program with little to no pull-out. Historically, they have accepted students on the Autism spectrum and other special needs on a case-by-case basis. Parents should contact the school with specific information regarding their child's needs in advance of application for admittance. There is no school psychologist. Children with limited mobility would find most of the 3 campuses challenging to navigate; staircases with no elevator or ramp accessibility are used for many required classes. There is also extra tutoring available for special needs. It's also possible for the school to obtain a full-time educational aid for children needing all day assistance. (The aid's salary is generally paid for by the family, it is not included in school fees.)

International School of Dhaka (2015)	PK-12	720
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<http://www.isdbd.org> ISD offers special needs children an inclusive education with little to no pull-outs. The Advancement Center has a full-time school psychologist and there is some access to a local speech therapist. They will accept students with Down's syndrome, ADHD and autism on a case-by-case basis. Parents should contact the school prior to arrival to ensure ISD can accommodate their child. The school is also working with the Next Frontier program to strengthen their services for special needs students.

BARBADOS, Bridgetown

SPECIAL EDUCATION

The Codrington School (2015)	N-12	173
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www.codrington.edu.bb The School has some students with mild special needs; they facilitate some pull-out work for approximately 15% of the school day. They have two students with severe challenges; each of these students has a dedicated, full-time assistant funded by an external source. The School has an educational psychologist on site. The School has limited special needs programs.

Providence School (2015)	PK-9	330
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<http://providenceschoolbarbados.com/> The School uses IEPs for students with special needs.

St. Gabriel's School (2015)	3-11yrs	400+
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www.stgabrielsschool.org The School caters to students with a wide range of abilities. This includes providing learning support throughout the school for students primarily in English and mathematics.

BELGIUM, Brussels

SPECIAL EDUCATION

Post Comments – All You Ever Wanted to Know (2014)	----	----
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What happens if my children are dyslexic or have ADHD/autism/speech difficulties, etc.? All Belgian public schools have a support service whereby children who are so assessed will be given individual help with their specific difficulties. The extent of this support depends on the school, and the cost may vary. Many schools have free support help through an agency which specializes in such support, such as the CLB in Flanders. In some cases, for example speech therapy, you may have to pay, but costs may be reimbursed by the Belgian health insurance if parents qualify for the National health insurance. Schools are best placed to advise how to go about having an expert assessment and what is possible within their support arrangements. Note: ALL instruction in the Belgian public schools is in French and/or Flemish.

BELGIUM, Brussels (cont'd)

SPECIAL EDUCATION (cont'd)

Belgian Resource Facilities for Children with Special Education Needs

- Exceptional Family Member Department, SHAPE
Tel: (065) 44-5324
- Mental Health Clinic, SHAPE
Tel: (065) 44-5801
- Community Help Service (CHS)
Rue St.-Georges 102 Box 20 1050 Brussels
Tel: (02) 647-6780 Fax: (02) 646-7273
Help Line (02) 648-4014
CHS offers a full range of diagnostic and remedial services that can be conducted by English-speaking professional staff. Counseling, testing and evaluation procedures are carried out and the appropriate referrals for ongoing help can be made. There is a charge for services.
- Community Liaison Office (JAS/CLO) /Joint Administrative Services
U.S. Embassy
37-40, Blvd. du Regent
1000 Brussels
Tel: (02) 811-4688, 4191 and 5225 E-Mail: CLOBrussels@state.gov Office Hours: 9:00 a.m.-4 p.m.
DPO address: PSC 82, Box 138 DPO AE 09710
This office has been set up to help USG newcomers to Brussels both before and after their arrival at post. Please call or write to the office if you have specific questions concerning your child. Whenever possible, up-to-date and individualized information will be sent to you.

The British School of Brussels (2015)

PK-12

1,367

<http://www.britishschool.be/> The School requires copies of full assessments and IEPs to be sent before a family applies to BSB. A decision will be made from the documentation that is sent to see if they have an appropriate educational program. There will be an interview and assessment with the relevant Head of School and the Head of Additional Educational Needs. <http://www.britishschool.be/Studentsupport/Additionaleducationalneeds/>

Brussels American School (DoDEA) (2015)

K-12

250

<http://www.brus-ehs.eu.dodea.edu/> The School offers moderate pull-out services. The needs which can be serviced are learning impaired and speech impairment. The School does not have staff onsite trained to diagnose disabilities. The School has special needs teachers employed at the school.

The International School of Brussels (2015)

PS-12

1,500

<http://www.isb.be> The School assesses the child's needs through an admissions process gathering all initial documentation and relevant reports on all students pursuing placement at ISB. Enrolled students receive a wide range of formative, formal and cumulative assessments. On a case-by-case basis, the Learning Support Program might require a Psycho-educational evaluation, a developmental assessment, speech and language therapy report, occupational therapy report, etc. The ISB Learning Support Program meets mild, moderate and intensive diagnosed learning needs. Decisions are made by a multi-disciplinary team on the level of support required for each child. An Individual Learning Plan is written on a yearly basis and reviewed every 4 months. The mild learners are mainstreamed 100% of the time; moderate learners are mainstreamed between 60-70% of the time and the intensive group is mainstreamed during all socialization opportunities. Waiting lists are operated on an as needed basis, as the Learning Support Program constitutes 15% of the student population and families often times choose Brussels as a post, because of the ISB LS Program. The ISB Learning Support Program has 20+ years of operating with consistent success. Students requiring intensive learning support services have a special education fee, in addition to the grade-level tuition fee. ISB Learning Support Brochure can be found at: http://www.isb.be/uploaded/Learning/Learning_Support/ISB_learning_support_09-WEB.pdf.

BELGIUM, Brussels (cont'd)**SPECIAL EDUCATION** (cont'd)**St. John's International School** (2015)

PK-12

730

www.stjohns.be Support services are available for students K–12. Most students needing learning support are within the mild category (Cf. ECIS definitions). A small number of students fall into the moderate category. Support is provided within the mainstream classroom by keeping class sizes small, by push-in of professional support staff where needed, and by pull-out for differentiated learning as necessary. Such pull-out never constitutes more than 10% of the scheduled classes. Support services offer literacy support, mathematical support, organizational skills, monitoring performance, assistive technology, and homework assistance. Further support consists of the availability of a counselor in each section of the School to offer individual guidance and social skills support. A speech therapist and an occupational therapist are present on site; speech and occupational services are charged separately. The Infirmary is available during school hours. A school psychologist may be consulted as recommended or requested. Psycho-educational testing is administered externally. A diagnosis of a learning disability may lead to special arrangements such as accommodations for testing and exams (extra time, the use of technology, a scribe, a reader); as well as curricular modifications. Some specific courses are designed for learning support primarily in English language and mathematics. On the secondary level additional support courses may be offered if sufficient need in social studies and applied sciences. No intensive (severe) support is offered at St. John's with the exception of the occasional student within an autistic spectrum or with a more serious learning disability. In such a case the family provides an aid to accompany the student and curricular modifications are granted. Hence for students with learning challenges on a mild level and to a limited extent on a moderate level, support services are available. No special support is available for the mentally handicapped, multiply handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired, and emotionally disturbed student, except for rather mild forms of any of these. At St. John's the number of learning support students varies between 15 and 20 percent. St. John's employs special needs teachers at the school (the present student/teacher ratio for support services of 20:1 is aligned with the ECIS recommendations) and offers professional development for mainstream teachers.

BELIZE, Belmopan**SPECIAL EDUCATION****QSI International School of Belize** (2015)

K-10

20-30

www.qsi.org Due to its small size, QSI International School of Belize can accommodate mild to less than moderate special needs students. If it is found that a child needs more support than what is available in the QSI regular education classroom, the child would only be admitted if special services or an assistant, if appropriate, is paid for by the parent or sponsoring company/embassy.

BENIN, Cotonou**SPECIAL EDUCATION****The English International School** (2015)

PK-12

136

www.eis-benin.org The School currently employs one special needs teacher who is able to provide 'mild special needs services' for Down's syndrome and autism spectrum children. They are able to refer families to specialists in the community.

Indian International School (2015)

PK-16yrs

134

www.iisbenin.com Mild special needs are possible to accommodate.

QSI International School of Benin (2015)

PK-8

42

<http://www.qsi.org/benin/bnn/> QSI believes that all children can succeed. In most cases, current QSI teachers can meet the needs of students, even those with mild learning needs. Nobody on staff is qualified to diagnose learning challenges. They work in conjunction with families and professionals to determine student's individual needs. These issues are addressed in the admission process. If special needs are needed, the school evaluates its current professional staff for necessary resources. If the school is not equipped to aid the students, we work with the family to provide those services, typically on-site. Families may pay extra for these services.

BERMUDA, Hamilton

SPECIAL EDUCATION

Post Comments - Special Education Services (2015)

All the private schools offer assistance for only mild case special needs for extra help that include reading, arithmetic and other academic studies within the curriculum of the institution.

- **Bermuda High School Girls:** www.bhs.bm There are no programs offered for children with special needs, only for mild cases.
- **Mount St. Agnes Academy:** www.msa.bm For the elementary and middle levels, there is a resource room for mild learning disabled. There is one special needs instructor. For the high school level, resources for mild and moderate learning disabled are within the regular classroom.
- **Saltus Grammar School:** www.saltus.bm All levels of elementary, middle, and high school accommodate students with mild learning disabilities within the regular classroom and a resource room. There are two teachers dedicated to extra help support at the lower primary. Two center for learning staff assist children with learning difficulties in the upper primary. There is a program for mild speech impairment for the elementary level within the regular classroom and a resource room.
- **Somersfield Academy:** www.somersfield.bm There is a Student Assistance Program with Benedict Associates (outside counselors) whom are referred to families when appropriate.
- **Warwick Academy:** www.warwickacad.bm Children are assessed on a regular basis though there are no programs for special needs children.

Children of federal employees are entitled to a special needs education allowance; this is not available while residing within the United States but is provided for families who reside overseas. This includes parents hiring a specialist to work with their child during school hours. Most educational institutions, including those mentioned above, welcome hired specialists to attend class with your child. For the Bermuda public school system, the Bermuda Department of Health provides services for children from birth to 18 years of age through a program called Child Development Program (CDP). The service providers work with children in all public schools, as well as home visits, involving speech, physical and occupational therapy, psychological services, and a development evaluation that is completed at 2 years of age.

Bermuda contact information for special needs:

GOVERNMENT SERVICES

Child Development Program of Bermuda

Tynes Bay House
37 Palmetto Road, Devonshire, DV05
Telephone: (441) 295-0746
Fax: (441) 295-5051
Contact: Sherri Lee Bucci, Coordinator, at slbucci@gov.bm
Website: www.moed.bm

List of Child & Adolescents Services and Programs:

www.gov.bm/portal/server.pt?open=512&objID=505&mode=2&in_hi_userid=2&cached=true

Speech Language Services: Provides speech, language and hearing assessments and services to children from the age of two. Telephone: (441) 278-6429

Bermuda Ministry of Health, Seniors and the Environment

Continental Building
25 Church Street, Hamilton, HM 12
OR
P.O. Box HM 380, Hamilton, HM EX
Telephone: (441) 278-4900
Dr. Cheryl Peek-Ball, Chief Medical Officer: 278-4900

BERMUDA, Hamilton (cont'd)

SPECIAL EDUCATION (cont'd)

AUTISM & PERVASIVE DEVELOPMENTAL DISORDERS (PDD)

Bermuda Autism Support and Education (BASE)

(Registered Charity #590)

P.O. Box FL93, Flatts, FL BX

Telephone: (441) 534-0306

Email: basebda@yahoo.com and Website: www.bermudaautism.com

Tomorrow's Voices - Bermuda Autism Early Intervention Centre

(Registered Charity #816)

27 King Street, Hamilton, HM19

Telephone: (441) 297-4342

Fax: (441) 297-2342

Email: info@tomorrowsvoices.bm

Website: www.tomorrowsvoices.bm

GIFTED EDUCATION

Centre for Talented Youth – Bermuda

Riquette Bonne-Smith, Executive Director

21 Woodlands Road, Suite 1124, Hamilton, HM09

Telephone: (441) 296-7259

Fax: (441) 296-7381

Email: info@ctybermuda.bm and Website: www.ctybermuda.com/

LEARNING DISABILITIES

Learning Disabilities Association Bermuda (LDAB)

Formerly known as: Bermuda Overcoming Learning Disabilities – B.O.L.D.

(Registered Charity #397)

P.O. Box HM 350, Hamilton, HM BX

Email: info@ldab.org

Website: www.ldab.org

Bermuda Resources for the Advancement of Children with Special Needs (BRACSN)

Tinee Furbert – founder

20 Redkilyn Road, Hamilton Parish CR02

Telephone: (441) 704-5636

Website: www.bracsnn.com (currently not working)

THERAPEUTIC SERVICES

Function Junction – Pediatric Occupational Therapy Services

Jill Davidson – owner, occupational therapist

#1 Edgehill Drive, Paget

Telephone: (441) 336-5455

Website: <http://functionjunction.bm>

Email: info@functionjunction.bm

AUDIOLOGY SERVICES

Bermuda Hearing Services

Lisa Cano-Roland - audiologist

“Ralmar”

15 Point Finger Road, Paget, DV 04

Telephone: (441) 236-1043 or (441) 236-1088 Fax: (441) 236-1074

Facebook: Bermuda Hearing Services

Email: bdahearingsservices@gmail.com

BERMUDA, Hamilton (cont'd)

SPECIAL EDUCATION (cont'd)

EDUCATIONAL ASSESSMENT & EVALUATION

Dr. Janet Kemp, psychologist

Assessment & Intervention for Children, Adults & Families

International Center, Suite 411

26 Bermudiana Road, Hamilton, HM11

Telephone: (441) 293-1538

Email: janetkemp.bda@gmail.com

Profile: Dr. Janet Kemp came to Bermuda in 1975 to teach at Sandys Secondary School as an English teacher. Concerned about the poor reading skills of her students, she pursued a Master's Degree in Reading Education at Harvard University and convinced of the serious need for intervention, completed a doctoral degree in Teaching, Curriculum and Learning Environments, also at Harvard University. At the same time, she decided to qualify as a school psychologist so that she could apply her skills in a practical way, and again pursued an advanced graduate degree in School Psychology from Boston State College. Dr. Kemp returned to Bermuda in 1981 and worked at the Ministry of Education for six years as the Senior School Psychologist responsible for Pupil Services. In 1987, Dr. Kemp assumed the part-time position of school psychologist at The Reading Clinic - a non-profit facility offering educational and psychological services including specialized tutoring for children with dyslexia - eventually becoming its director. She retired from the post in 2009 and now runs a part-time private practice offering testing and consulting services. Dr. Kemp has served on a number of professional and community organizations, including the Board of the Centre of Philanthropy, the Bermuda Debate Society, the Women's Advisory Council, and the Board of the Women's Resource Centre. She has also served as a member of the Bermuda College Board of Governors (1988 - 1998).

Dr. Guy Fowle

Assessment for Children, Adults & Consultations

(psychoeducational, neurodevelopmental, school placement, attention deficit disorder, behavioral, emotional)

54 Serpentine Road, Pembroke, HM08

Telephone: (441) 292-9308 Fax: (441) 292-3254

Email: guyfowle@ibl.bm

BerCon Ltd.

10 Church Road (P.O. Box SN236), Southampton Parish, SNBX

Telephone: (441) 504-1890 Fax: (441) 236-5083

Email: info@bercon.bm and Website: www.bercon.bm

Info: BerCon Ltd., established in 2001, is an educational consulting firm that specializes in providing individualized educational. It offers support that addresses early intervention and language development, school success and parent-teacher education. The team of consultants include: speech/language pathologist, language interventionist, occupational therapist, physiotherapist and educational psychologist. BerCon Ltd. supports a neurodevelopmental approach.

The Association of Diagnostic & Psychological Services

Assessment; ADHD Services; Intervention; Consultation; Therapy for Children, Families & Adults

Registered Clinical Psychologists & Consultant Pediatrician:

Dr. Alicia Hancock, Dr. Steven Hancock, Dr. Bente Lundh, Dr. Tina Arorash

2 Addendum Lane South, Pembroke, HM07

Telephone: (441) 295-7766 and Fax: (441) 295-0770

E-mail: adpsadmin@logic.bm

BERMUDA, Hamilton (cont'd)

SPECIAL EDUCATION (cont'd)

DYSLEXIA

The Reading Clinic

Julie Dunstan, Executive Director
54 Serpentine Road, Pembroke, HM 08
Telephone: 441-292-3938
Fax: 441-292-3254
Website: www.readingclinic.bm
Email: jdunstan@readingclinic.bm
Note: <http://www.royalgazette.com/article/20121023/NEWS05/710239910>

COUNSELING AND FAMILY THERAPY

The Family Centre

Early intervention services to children who are suffering from family-based problems such as abuse, neglect and other emotional challenges. Specialized programs and prevention initiatives.
25 Point Finger Road, Paget DV04
Telephone: (441) 232-1116
Fax: (441) 236-0607
Email: info@tfc.prevention.bm
Website: www.tfc.bm
Article: <http://bermudasun.bm/main.asp?SectionID=72&SubSectionID=892&ArticleID=61489>

Benedict Associates Ltd.

Emporium Building
69 Front Street, Hamilton, HM 12
OR
P.O. Box HM 2200, Hamilton, HM JX
Telephone: (441) 295-2070
Fax: (441) 292-9174
Email: ymosher@ibl.bm
Email: Jennifer.Benedict@logic.bm
Website: www.benedict.bm

BOLIVIA, La Paz

SPECIAL EDUCATION

American Cooperative School (2015)

PK-12

490

<http://www.acslp.org/> Mild learning disabilities only. There is no staff on site trained to diagnose students with disabilities. Students with mild learning disabilities or 504 Plans must submit assessments diagnosing the disability, an IEP, or 504 Plan when applying to ACS. It is advisable for parents to contact ACS admissions to discuss availability of special education service in advance of accepting a posting in La Paz. There is one special education teacher employed by ACS to provide instruction in the elementary school.

Highlands International School (2015)

PK-12

225

www.highlandsinternational.org Highlands has a special education teacher on staff who works with students both in their mainstream classrooms and through pull-out. The special education teacher also works with the mainstream classroom teachers to provide accommodations that the school and parents agree upon for the student. They do not diagnose learning disabilities, but they do work with several experts in the area who are qualified to do so.

BOLIVIA, La Paz (cont'd)

SPECIAL EDUCATION (cont'd)

According to their admissions policy:

Section 10. Learning Disabled Students:

- a) A learning disabled student is described by HIS as a student at any level of intelligence with a severe discrepancy between intellectual ability and academic achievement.
- b) Learning disabled students must be able to function and participate independently in the mainstream classroom.
- c) Determination of the school's ability to meet the needs of the learning disabled student's ability to function in the mainstream classroom will be based on one or more of the following:
 - Recommendations made by a qualified professional
 - Observations and recommendations of previous educators
 - Academic records and progress notes from previous school years

Section 11. HIS is unable to admit students classified as mentally, emotionally, and physically handicapped. (Guidelines listed below.)

- a) Mentally retarded as defined by the American Association on Mental Deficiency:
Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (up to 18 years of age).
- b) Emotionally disturbed as defined by HIS as a condition that adversely affects educational performance by exhibiting one or more of the following characteristics:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors
 - An inability to build and maintain satisfactory interpersonal relationships with peers and teachers.
 - An inappropriate or pathological behavior

BOSNIA and HERZEGOVINA, Sarajevo

SPECIAL EDUCATION

QSI International School of Sarajevo (2015)

PK-12

136

<http://www.qsi.org/bosnia-and-herzegovina/bhz/> The School does not offer a program for special needs students. However, within their small classes they are able to help most students with mild needs become successful. All IEP's and testing MUST be sent to the Director, prior to assignment, in order to determine if students will be successful at QSI with the services they can offer.

BOTSWANA, Gaborone

SPECIAL EDUCATION

The Learning Centre School (2015)

PK-Form 5

560

<http://tlcsonline.com/> The Learning Center School is known for its ability to help students with special needs. They have a program called Content Mastery where students are pulled out for the class in which they are struggling until they can return to the class level. They have the ability to help students with moderate disabilities as well. They do their best to support children within the classroom structure. They don't promise to accommodate every student but rather assess based on their compatibilities with staffing as well as the ability to care physically for the child. They have specially trained special need teachers in the school.

Maru-a-Pula (2015)

7-12

742

www.maruapula.org Maru-a-Pula offers mild services for special needs students, using a mainstreaming approach. They help students with mild learning disabilities, such as ADD, dyslexia, etc. This assistance is rendered through consultation with outside specialists; they employ no special needs teachers. They accommodate orthopedically impaired students. Currently, they have two students with cerebral palsy; one uses a walker and is assisted by a privately funded aide. Their Director of Forms 1 and 2 is on the Executive Committee of Support 4 Learning (SNASOB) and maintains close relationships with educational specialists in Gaborone. Extra time is available for students who require it in all forms including IGCSE and A-Level.

BOTSWANA, Gaborone (cont'd)**SPECIAL EDUCATION (cont'd)****Northside Primary School (2015)**

R-YR7

545

<http://www.northsideschool.net/> Mild to moderate emotionally disturbed and learning disabled; mild hearing impaired, orthopedically impaired, speech impaired and visually handicapped students can be accommodated. There is access for the physically handicapped (i.e. ramp); the teachers and administrators have been trained to work with the learning disabled. There is staff trained to administer psychological tests and diagnose specific learning disabilities. All programs are school generated.

Thornhill Primary School (2015)

R-YR7

638

www.thornhillprimary.ac.bw The Special Educational Needs Department is fully committed to meeting the needs of their pupils as well as ensuring that all pupils are valued equally and that they make progress. Their success is based on their belief that there has to be a strong partnership between parents, children, staff and other professionals. The school can accommodate mild emotionally disturbed, learning disabled, multiply handicapped, and orthopedically impaired at the elementary school grade levels. There is no access for the physically impaired. The School has staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

Westwood International School (2015)

K-12

564

www.westwoodis.com Mild emotionally disturbed, learning disabled, mentally handicapped at all grade levels. Mild multiply handicapped and visually handicapped at the elementary grade levels. Mild speech impaired at the elementary and middle school grade levels. There is individual support for the learning disabled. The school is accessible for the physically handicapped. The School has staff who is trained to administer psychological tests and to diagnose specific learning disabilities.

BRAZIL, Belo Horizonte**SPECIAL EDUCATION****American School of Belo Horizonte (2011)**

K-12

<http://www.eabh.com.br/> Student study teams are organized to assist any student who is having difficulty with EABH's academic program. These teams are composed of administrators and teachers who are involved with the student. Parents are called in frequently to meet with the student study team to exchange ideas and formulate a remediation plan. You will be informed if we feel that the student study team will be necessary for your son's/daughter's progress. Mild learning disabled only.

BRAZIL, Brasilia**SPECIAL EDUCATION****Affinity Arts (2015)**

PK-5

142

affinityarts@gmail.com Affinity Arts is an inclusive school, however at the moment, they do not have a specific program for children diagnosed with special needs. However, because Affinity Arts' focus is music and the arts, children receive an intense array of stimulus throughout the day that holds their interest which leads to development. The program is dynamic and fast paced with art and music offered at a daily basis. As a result, students that leave Affinity Arts are ready for the most advanced schools around the world. Students with mild special needs do well in the school especially because of the focus on music and the arts. However, students that require a greater amount of care and attention, i.e., moderate and severe, may need additional help because of the intense nature of the school. Since their main program is preschool, their staff does not diagnose cases. If a student with special needs would like to enroll in Affinity Arts, a professional with the correct training is hired by the parents to offer the needed support, if this is deemed necessary. The specialist will work with teachers to develop strategies with the teachers and parents for developing a guided program.

BRAZIL, Brasilia (cont'd)

SPECIAL EDUCATION (cont'd)

Brasilia International School (2015)

PS-12

141

<http://www.brasiliainternationalschool.com/> BIS accepts students with mild special needs on an individual basis. Students with special needs are mainstreamed as much as possible. However, these students may be provided with the following services for all or part of the school day based upon the student's IEP: a paraprofessional as a learning support assistant (LSA), direct instruction by a qualified teacher or special education teacher. BIS also allows outside resource professionals to conduct therapy sessions on campus (i.e. speech therapy). BIS employs a certified Special Education Coordinator with 25 years' experience. Students with identified special needs must apply and be accepted in advance. The School may decline an enrollment should it not be able to accommodate any specific accommodation.

Escola Americana Brasilia (2015)

PK-12

638

<http://www.eabdf.br/> The American School of Brasilia offers a rigorous academic program for students in grades K3 through 12. An integral part of this academic program is the support services program which provides support for students with mild special needs from grades K-3 through 12. The Student Support Services Program is staffed by certified special education teachers and supported by counselors, classroom teachers, an educational psychologist, and administrators at all levels. The school staff works cooperatively when possible, with outside professionals, such as speech and language, occupational, and physical therapists and psychologists, to best meet the needs of all students.

The goal of student support services is to provide programs and services for students with specific learning needs and exceptionalities whose needs we can meet with our current structure and available programming. Currently, EAB is able to support students on a continuum of services for mild learning challenges and students needing extra assistance in specific academic areas. EAB's current support team is comprised of: reading specialist, advanced services coordinator, school counselors, school psychologist, and learning specialists. EAB's model of service is a least restrictive environment including, but not limited to, a mixture of push-in and pull-out support for students based on students' specific needs. The school staff works cooperatively with outside professionals, such as speech and language, occupational, and physical therapists and psychologists, to best meet the needs of all students. These services may be found in the Brasilia community, usually in Portuguese, with a few local therapists who may speak limited English. The student support team looks at each admission case individually to determine if student needs can be successfully met at EAB and in Brasilia. The Student Services Program at EAB serves students with mild learning disabilities who can, with support, succeed in the regular educational program. The team uses the Response to Intervention model to determine appropriate support for each student. The team also utilizes school assessment data and reports, as well as works with families if more evaluation data is needed to make educational decisions with the best intentions to help students be successful in school. If a student is eligible for support, a Student Success Plan may be written to document specific support needs.

All parents applying on behalf of their child will submit a special services form (included in the EAB application packet) to their child's current school. Before a child can be considered for admission, this form must be completed and submitted to EAB, accompanied by any Individual Education Plan (IEP), 504 Plan, or student support plan that exists in the child's records.

Escola das Nacoes/School of the Nations (2015)

PK-12

868

www.escoladasnacoes.com.br/index.cfm The School of the Nations has recently implemented a Learning Support Center (LSC), which offers pedagogical support to the teachers in order to better assist students with learning disabilities and/or specific learning needs. Its goal is to provide teachers and other pedagogical staff members with recommendations of some specific pedagogical strategies and approaches that can assist in the inclusion of students with diverse abilities and needs. The main goal of the Learning Support Center is, therefore, to promote better accessibility to education to students with learning difficulties and disabilities. The School of the Nations does not have on its staff any specialist such as psychologists, special educational consultants, speech and language therapists, occupational and physical therapists, special needs instructors, after

BRAZIL, Brasilia (cont'd)

SPECIAL EDUCATION (cont'd)

school programs for students with special needs, etc. However, to meet students' needs in the best way possible, the School of the Nations values the partnership with outside professionals, hired by the family, who are serving the student after school hours. Throughout the school year, the Learning Support Center functions as a bridge between the outside professionals, the families and the school educational staff.

The LSC assists teachers in providing the recommended classroom accommodations and/or adaptations of evaluation instruments to meet the specific needs of the students. The LSC participates in the identification of students who might benefit from classroom accommodations and/or adaptations. The referral process begins in the classroom. First, the teachers bring their concerns to the guidance counselor and/or coordinator, who provides recommendations of strategies to help the student. If necessary, the guidance counselor meets with the parents and requests professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals. Once official diagnosis of the student is received, the Learning Support Center develops an Individualized Education Plan (IEP). The IEP is created in collaboration with the guidance counselor, pedagogical coordinators and teachers.

Students who already have a diagnosis once they are enrolled in the School will also receive the support described above. If they already have an IEP from another school, their IEP will be reviewed and revised according to the new educational reality, the curriculum goals and the resources available at the school. The IEP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to the recommendations given by the external professionals. However, the School has autonomy in the decision making regarding the accommodations and/or adaptations which will be provided for the student according to the school's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities. The LSC provides support for the student in the classroom at specific moments of the school day, as needed. For instance, the student might receive the help of: an assistant during essay or some math assignments in the classroom on a weekly basis, or the student might receive the help of a reader during evaluation activities. The School does not provide pull-out services during or after school hours for any type of treatment. The only pull-out service provided is the provision of a separate room for the application of tests and quarter exams according to the students' needs to decrease distractions during these times.

GIFTED AND TALENTED

Escola Americana Brasilia (2015)

PK-12

638

<http://www.eabdf.br> EAB offers advanced services for students who demonstrate exemplary knowledge, skills or talents. The Advanced Services Office provides online learning opportunities for students who have been recognized using EAB's criteria of MAP results, teacher recommendation, and past academic achievements. EAB collaborates with Johns Hopkins Center of the Talented Youth, K-12 Virtual Academy, Oklahoma State University, and Pamoja Education.

BRAZIL, Recife

SPECIAL EDUCATION

American School of Recife (2015)

N-12

368

www.ear.com.br Limited support is available for children with mild special needs. A school psychologist and counselor are employed by the school to assist teachers and students with documented learning difficulties, and language learning support services are available.

Centro Internacional de Educação e Cultura (2015)

PK-9

93

<http://ciecpe.com.br/en/> The School does not offer a special needs program for the severely impaired, but does work with mild to moderate special needs cases under professional assistance available locally.

BRAZIL, Rio de Janeiro

SPECIAL EDUCATION

The British School (2015)

PK-12

2,224

www.britishschool.g12.br For students with special needs, there is pull-out support to assist the educational growth of students with mild to moderate needs. Teachers work one-on-one with these students as needed. Additionally, there is a child psychologist on staff at the school and the school works with testing and diagnosis of moderate to severe disabilities. The School does not have a speech therapist at the school. This is something they will work with the child to acquire, get the testing and documentation necessary. However, there is no therapist there during the day and the expectation is that such support will occur after school hours. Additionally, it is worth noting that there is an elevator in the building for ADA access.

Escola Americana do Rio de Janeiro (2015)

PK-12

805

<http://www.earj.com.br/> There is pull-out support to assist the educational growth of students with mild to moderate needs. Teachers work one-on-one with these students as needed. Additionally, there is a child psychologist on staff and the school works with testing and diagnosis of moderate to severe disabilities. The school does not have a speech therapist at the school. This is something they will work with the child to acquire, get the testing and documentation necessary. However, there is no speech therapist there during the day and the expectation is that such support will occur after school hours. Depending on the level of needs, the school may not be able to support the child, but they are willing to review on a case-by-cases basis.

Our Lady of Mercy (2015)

PK-12

577

<http://www.olmrio.com/> The school offers pull-out as needed for disabilities to meet the needs of the students. They recently hired a special needs teacher from the U.S. started with the school in August of 2013. This teacher can provide assessments and work with students directly. In the past they have served students with a variety of disabilities. They do not have a speech therapist on staff, but make arrangements privately with parents for them to come to campus and work with students as needed.

Rio International School (2015)

PK-12

240

www.riointernationalschool.com The School does not have any psychologists or special needs teachers on staff. However, they work with them collaboratively and have knowledge of these teachers within the community. Where applicable these specialized staff come to the school and work closely with the classroom teacher to meet the needs of the child. The small class size facilitates the ability of teachers to work with the needs of each child. The building is not ADA accessible.

GIFTED AND TALENTED

Our Lady of Mercy (2015)

PK-12

577

<http://www.olmrio.com/> The School has a history of providing advancement for gifted children. They will pull that student out and allow them to join the grade level appropriate for their level. In extreme cases of gifted students they have allowed students to skip ahead, but this involves meetings with specialists, standardized testing, and parents as well as a psychologist to determine it is in the best interest of the child.

BRAZIL, São Paulo

SPECIAL EDUCATION

Associação Escola Graduada de São Paulo (2014)

PK-12

1,212

www.graded.br Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated at all grade levels. There is access for the physically handicapped. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities. All academic services are provided with the expectation that the student will be mainstreamed and that they will be able to meet grade level requirements. The curriculum is NOT modified.

BRAZIL, São Paulo (cont'd)

SPECIAL EDUCATION (cont'd)

The British College of Brazil (2014)	PK-8	400
www.britishcollegebrazil.org The School does not have a specific special needs program but will assess all children and make a decision on acceptance based on whether the school can provide for and support the child.		

Chapel School – Escola Maria Imaculada (2014)	PK-12	714
http://www.chapelschool.com/ Chapel does not have programs for children with special needs, but does differentiate for students within the classroom. Steps are created to make accommodations according to professional diagnoses.		

Pan American Christian Academy (2015)	PK-12	329
http://www.paca.com.br/ For elementary students with learning disabilities they provide a mild level of services while maintaining them in a regular classroom and providing a resource room. They do not have specialists on staff. Faculty has received training to work with learning disabled students and can network with reliable, trustworthy specialists to help diagnose proper educational plans for the student. They currently work with a couple of students who have mild learning disabilities. They have access ramps for physically handicapped students. For students with diagnosed disabilities, they ask incoming parents to submit an IEP.		

BRUNEI, Bandar Seri Begawan

SPECIAL EDUCATION

International School Brunei (2015)	PK-YR13	1,152
http://www.isb.edu.bn/ The School can accommodate mild to moderate emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, and speech impaired students; they can accommodate mild visually handicapped students; the School is accessible for the physically handicapped student; and they have staff who is trained to administer psychological tests and to diagnose specific learning disabilities.		

Jerudong International School, Brunei (2015)	PK-12	1,724
www.jis.edu.bn The School will help children access the mainstream curriculum but does not have a separate scheme for children with special needs. The School has an Intensive Language Program for those who do arrive with limited English. The School has an Educational Psychologist on staff.		

BULGARIA, Sofia

SPECIAL EDUCATION

American English Academy (2015)	PK-12	165
www.aeasofia.com AEA currently has students with mild forms of emotional and physical disabilities studying in the mainstream academic program. Two special needs teachers are employed at the Academy. Classes are streamed according to ability and level, but generally special needs students require up to 20 % support outside core subjects with a certified special needs teacher.		

Anglo-American School of Sofia (2015)	PK-12	470
www.aas-sofia.org The School has some provision for children with learning disabilities. The School's smaller class sizes afford differentiated instruction opportunities for students who may benefit from additional support. There is a learning resource team staffed with two teachers and an assistant to help provide additional support where needed. A local speech therapist, occupational therapist and physio-therapist work with a handful of students. This is done via private arrangement with parent and therapist but meetings may take place on campus.		

BURKINA FASO, Ouagadougou

SPECIAL EDUCATION

Groupe Scolaire les Laureats (2015) PK-12 339
www.leslaureats.net The level of service provided is mild. They have information about a speech therapist and a psychologist who work with the kids that have special needs. They can give therapy in the school but the bill is directly paid by the parents.

International School of Ouagadougou (2015) PK-12 243
www.iso.bf ISO has a growing Special Needs Department. They have a staff member who is trained and certified to diagnose disabilities, make recommendations on how the School can accommodate student needs and/or recommend further testing. They can accommodate most students with mild disabilities in a combination mainstream/pull-out program. Next year a total of 25 hours of pull-out support will be available. They also have an ESOL program that is compulsory for students who speak limited English - primarily a pull-out program. After that, if sufficient progress has been made, they will reduce pull-out support and concentrate more on in-class support. All elementary classrooms have full-time teacher aides who can also help with this support. The school counselor holds regular Student Support Team (SST) meetings. Initial meetings are called when one or more teachers have expressed a growing concern for a student's academic and/or social emotional growth. All staff working with the student get together to brainstorm ways to help improve the situation. During the 2014-15 academic year ISO was able to hire a speech therapist on a part-time basis. They hope to be able to do the same in 2015-16.

Lycée Français Saint Exupéry (2015) PK-12 1,032
<http://www2.ac-toulouse.fr/lyc-saintex-ouaga/> The School does not have a program for kids with special needs but they review on a case-by-case basis. The School helps as much as it can to include the kids in all the activities. They have some cases where the kids come to the school with their personal aids/nurse. They have a school counselor who is in charge to see how the kids are doing and if they need any help.

BURUNDI, Bujumbura

SPECIAL EDUCATION

Bujumbura International Montessori School (2014) K-7 474
bujamontessori@yahoo.co.uk Currently there are three students attending the school with special needs; Down syndrome, and severe ADS. The School does not consider themselves experts with working with children with special needs but they are aware that extra care is necessary with these students. The students with Down's syndrome are integrated within the regular school program and the student with ADS is set up with a one-to-one ratio with a teacher. The school is trying to get an expert to come and train the current teachers on how to care for these children.

École Belge Burundi (2014) K-12 507
<http://www.ecolebelge.edu.bi/> The School has no formal programs; however they do have a case of parents of a child with special needs who hired someone to stay with the child during the day so, these students are not turned away from the School.

The King's School (2014) PK-12 585
<http://www.thekingsschool.edu.bi/> The school does not have a formal program to care for children with special educational needs. However, arrangements can be made in exceptional cases. They are looking to create a program for mild cases in the future. In the case of physical disabilities, they will do their best to accommodate.

CAMBODIA, Phnom Penh

SPECIAL EDUCATION

Canadian International School of Phnom Penh Preschool (2015) N-5 200

www.cisp.edu.kh At present, the School does not have the capacity to assess or serve students who are more than moderate in their needs. They have made arrangements with parents of children who have been diagnosed by medical practitioners, following acceptance to their school at 18 months of age. They will not serve any students they feel they cannot provide a stable and productive education for. This is a dictate from Alberta. If they accept the child they must show that they can support the child. Unfortunately, until they have their own structure in place within their school, this is not possible in Cambodia. The School currently supports three students who are moderate in their needs but diagnosed on the Autism spectrum. Parents pay for additional teacher assistant support, go to Singapore for diagnosis and medical support. They have very clear limits about what they can provide at this time and will not knowingly accept any student for whom they cannot provide a strong education. Canadian education is inclusive. They would make such education available with the proper medical support team, in the future, but not yet ready. Cambodia has very limited support.

The Giving Tree School (2015) PK-2 275

www.thegivingtreeschool.com They do not employ any special needs teachers currently but work closely with Indigo when they have children with additional educational needs enrolled. All of their children with additional educational needs are mainstreamed, and those that need it have a shadow TA.

iCAN British International School (2015) N-9 334

www.ican.edu.kh The School will accept students with mild learning disabilities.

International School of Phnom Penh (2015) PK-12 762

www.ispp.edu.kh ISPP offers learning support services for children with mild to moderate learning issues. The School employs trained learning support teachers in elementary (2) and in secondary (1).

Elementary: The Elementary Learning Support Program at ISPP provides specifically designed instruction in the areas of reading, math and written language to any student who demonstrates a need for this type of additional help. The program also reaches out to younger learners in Early Years 1 & 2 in areas such as fine motor skills and early language development. Work with students can be provided right in the classroom, supplementing the instruction of the classroom teacher, or provided in the Learning Support Center for a more specific skill instruction approach. ISPP believes that all students are different and have different approaches to learning. They do everything within our power to identify when a student is struggling, either academically or socially, search for the reasons behind the struggle and then provide creative and researched based strategies, interventions and resources to guide the student back onto a pathway for success.

Teachers can refer a student to the Learning Support Program by completing a referral form and discussing the student and the referral at our weekly Student Support Team (SST) meeting.

Skill Boost: In addition to their traditional Learning Support Program they have a Skill Boost program designed for short term intervention. It is fluid process that is adapted regularly for the student. Students are identified by their classroom teachers for a short term “boost” in a specific skill area. This service can be in the classroom or in a small setting outside the classroom. There are five Skill Boost sessions throughout the school year.

Secondary: Learning support at ISPP is flexible and based on the particular needs of the students in the school community. For each identified student, an individual educational plan (IEP) is created that clearly identifies goals and strategies for achieving them. The plan establishes the intensity of the intervention and determines the appropriate setting for implementation. In all cases, students develop an understanding of their own profile and are encouraged to use this self-awareness to maximize their learning.

CAMBODIA, Phnom Penh (cont'd)

SPECIAL EDUCATION (cont'd)

Support may take on a variety of forms: one-on-one, small group or in-class. The support teacher monitors, assesses and documents student progress relative to the targeted goals. The aim is to provide a tailor-made program that best meets the needs of the individual, taking advantage of the expertise and strengths of all those associated with the ISPP community. The School values individual growth and development and does its best to provide all students with the type of support that ensures their success at some level.

Lycée Français Rene Descartes (2015) PK-12 827

www.descartes.cambodge.com The School will accept children with mild learning disabilities; however, an assessment will need to be completed with a child psychologist prior to acceptance. There are two teachers that are qualified to teach children with special needs.

Northbridge International School Cambodia (2015) PK-12 496

<http://www.nisc.edu.kh/> SEN discussed with families on case-by-case basis.

CAMEROON, Douala

SPECIAL EDUCATION

American School of Douala (2015) PK-12 219

<http://www.asddouala.com/> The School has limited programs for students with special needs. Assistance is provided to students with mild learning disabilities only requiring minor adaptations and modifications to be provided. Both the pull-out and push-in strategies are utilized based on students' needs. Families with students having more significant needs will not find programs to meet the needs of students whose disabilities are of a more involved nature.

CAMEROON, Yaoundé

SPECIAL EDUCATION

American School of Yaoundé (2015) PK-12 181

www.asoy.org The School provides services for children with mild to moderate learning needs. The School has 1.5 learning support teachers and a part-time speech and language therapist. Services provided by the learning support faculty may include in-school counseling, specific classroom accommodations, taking tests in the learning support classroom; in-class co-teaching, a pull-out learning support class, extra tutoring, hearing/vision screening. Students with specific learning and/or other difficulties will be considered for admission on an individual basis. Parents are responsible for arranging an evaluation and for submitting all assessment results, evaluation reports, and previous school records before admission is granted.

CANADA, Calgary

SPECIAL EDUCATION

Post Comments –Education Opportunities (2015) ----

Calgary public schools provide service and support to children with special needs as guided by the Standards for Special Education from Alberta Education. The province defines special education as “education of students with mild, moderate, or severe disabilities and/or those who are gifted and talented.” For specific information on services, parents may contact the principal at the school(s) of their choice or email the Special Education Department of CBE. Private, separate and charter schools will need to be contacted directly for information on special 4 education programs. With the exception of DSEPS, private schools are not required to enroll students with special education needs. However, Calgary Academy and other private schools also offer excellent opportunities for children facing a variety of educational challenges.

CANADA, Halifax

SPECIAL EDUCATION

Post Comments (2014)

Halifax has facilities for the education of the mentally handicapped (grades 1-9), the physically handicapped (grades 1-12), and the mentally disturbed and those with behavioral difficulties (grades 1-9). Transportation is provided if necessary and, in very special cases, teaching in the home. A school for the blind (grades 1-11) is also located in Halifax. An effort is made to keep visually handicapped children within the regular school system, particularly at the high school level.

CANADA, Montreal

SPECIAL EDUCATION

Post Comments (2015)

School options are limited. Quebec is trying to integrate and mainstream special needs students into the regular classroom. The availability for assistance within a classroom is available, but depends on what the school is willing to offer and whether it is an English speaking school. Public schools are more equipped to take on students with special needs than private schools. It is highly suggested that parents contact the school directly to find out what services are provided. There is a specialized school for the deaf. Please note, that to receive special needs assistance in the public school system the child will go on a waiting list to have the Individualized Education Plan (IEP) reviewed. Also, more private schools are now employing school counselors and resource room teachers to help out those students who are bright, but may have some learning disabilities.

CANADA, Ottawa, Ontario

SPECIAL EDUCATION

Post Comments – School Information (2015)

Children with special needs may find difficulty having established American Individual Educational Plans (IEP) accepted by local school districts, and services to your child may be postponed until the local school affords an evaluation. Moreover, it is also important to note that some school fees are higher than the current Educational Allowance; thus, additional costs associated with education are the responsibility of the parents. School application fees generally are assumed by the parents, while school enrollment fees may be reimbursed by the educational allowance. The State Department currently bases the education allowance in Ottawa for grades K-8 on Elmwood and grades 9-12 on Ashbury College. If you choose carefully or plan accordingly, your educational allowance can cover most of your school fees. Special programs for learning disabled, physically handicapped, and gifted children exist in most school districts. Not all schools provide all programs however, and students may need to be bused in order to take advantage of an appropriate program. In some cases, a teaching aide may be available to assist a special needs student. These needs should be discussed individually on a case-by-case basis with the “Assessments” office of the appropriate school board. If you have a special needs child, please contact the Office of Overseas Schools to find out what the current situation is in Ottawa.

- **Brookfield High School**

824 Brookfield Road

Ottawa, Ontario, K1V 6J3

Tel: 613-733-0610 Fax: 613-733-8452

E-mail: anne.gillespie@ocdsb.ca

website: www.brookfieldhs.ocdsb.ca/

The school offers special education and bilingual programs (French) in addition to the regular programs. Regional Learning Disabilities Unit located at Brookfield High

- **Canterbury High School**

900 Canterbury Avenue

Ottawa, Ontario, K1G 3A7

Tel: 613-731-1191 Fax: 731-5210

E-mail: Evelyn.Benoit@ocdsb.ca

website: www.canterburyhs.ocdsb.ca/

Offers a special education program for those students who have been identified as needing it.

CANADA, Ottawa, Ontario (cont'd)

SPECIAL EDUCATION (cont'd)

- **Earl of March Secondary School**

No. 4 The Parkway

Kanata, Ontario, K2K 1Y4

Tel: 613-592-3361 Fax: 613-592-9501

E-mail: Jon.Harris@ocdsb.ca

website: www.earlofmarch.com

Special education programs for students that may need it.

- **McMaster Catholic School**

1760 McMaster Avenue

Ottawa, Ontario, K1H 6R8

Tel. # 613-731-8841 Fax: 731-8842

E-mail: McMaster@ocsb.ca

website: <http://mcm.ocsb.ca>

The school also accepts students that have some slight learning disabilities.

- **Heritage Academy**

207 Bayswater Avenue

Ottawa, Ontario, K1Y 2G5

Tel: 613-722-0133 Fax: 613-722-7881

E-mail: info@heritage-academy.com

website: www.heritage-academy.com

Educational services for students who require special accommodations. Although the School has programs designed to help dyslexic learners and children with attention-deficit disorder, it is open to all students who seek to maximize their overall potential. The School will develop programs that address an individual student's strengths and weaknesses. Only school in Ottawa that exclusively offers the Simultaneous Multi-sensory Teaching (S.M.T.) technique to students who require assistance in both reading and writing.

CANADA, Toronto, Ontario

SPECIAL EDUCATION

Special Needs Schools (2015)

There are several private schools that offer programs for children who have behavioral, intellectual, physical, or other challenges as well as programming for gifted children and children needing alternative education options. Since placement may depend on the age of the child and the nature of the disability, advance contact with the school is advised.

The following are some of the special needs schools or traditional schools that offer special needs assistance in the Greater Toronto Area:

PRIVATE SCHOOLS (In alphabetic order)

- **Arrowsmith School**, Toronto (alternative school/grades 1-12/coed) <http://www.arrowsmithschool.org/arrowsmithschool-toronto/index.html> Arrowsmith is known for its' work with students with learning disabilities. The school curriculum applies the principles of neuroplasticity to strengthen the weak cognitive areas that are the underlying sources of learning disabilities. The students participate in a series of cognitive exercises, designed to address difficulties in: reading, writing, mathematics, comprehension, logical reasoning, visual and auditory memory, non-verbal learning, attention, processing speed, dyslexia and other recognized learning disabilities.
- **Brighton School**, Toronto (alternative school/grades 1-12/coed) - <http://www.brightonschool.ca/> Brighton is for students in both elementary and high school who learn best in small groups; have an uneven academic profile; have a learning disability diagnosis; or have difficulty with attention, anxiety, motivation, memory, language, reasoning, spatial or sequential ordering or graphomotor functions.

CANADA, Toronto, Ontario (cont'd)

SPECIAL EDUCATION (cont'd)

- **Chisholm Academy**, Oakville (traditional, academic/grades 7-12/coed)
<http://www.chisholmcentre.com/> Chisholm Academy is a traditional day school offering a spectrum of programs for children who are gifted, of average ability or who have learning, attentional (AD/HD), or processing deficits. It also provides services for students with difficulties resulting from head injuries (ABI). Individual Education Plans are developed for each student based on their unique learning style and needs.
- **Don Valley Academy**, Toronto (traditional, academic/grades 9-12/coed)
<http://www.donvalleyacademy.com/> Don Valley Academy aims at preparing students for the rigor of post-secondary studies through a personalized plan for each child. The School offers full-time or part-time programming in addition to classes offered at the child's primary school, and one-on-one tutoring classes.
- **Dragon Academy**, Toronto (alternative/progressive/academic/grades 7-12/coed)
info@dragonacademy.org Dragon Academy was founded to provide an alternative program of individualized educational growth through question-based discussion and analysis. The Dragon Academy offers a full program of academic classes for 7th -12th grade. Class size is kept small and the school follows a mission to use the city of Toronto itself and its' vast resources as the learning environment. Dragon Academy fosters skills mastery and critical thinking, and uses teachers as mentors.
- **Finding the Way and Bright Start Academy**, Toronto (alternative/grades nursery-8 & essential credit courses) – <http://www.brightstartacademy.info/> FTW and Bright Start accept children with learning disabilities such as autism, attention deficit disorder (ADD), and developmental delay, as well as children who are gifted, have Down syndrome, and/or language delays.
- **Geneva Centre for Autism**, Toronto (special needs services/children, youth and adults)
info@autism.net The Geneva Centre for Autism provides clinical intervention services, training, and support to children, youth and adults with Autism Spectrum Disorder and their families. Person-directed philosophy, empowerment-oriented approach, social skill building programs, respite, social & recreational programs offered, and summer and winter break camps available.
- **Kerry's Place Autism Services**, Toronto (special needs, specific to ASD)
www.kerrysplace.org Kerry's Place provides consultation, services and support for families. Included in programming options are employment support, day support, person-directed planning and training for direct support providers.
- **Kohai Educational Centre**, Toronto (special needs school/grades preK-12/coed)
<http://www.kohai.ca/> Kohai offers programs for children with Asperger's, autism, behavioral issues, Down syndrome, those in need of learning differences support (ADD/ADHD), and special needs support. Students are grouped according to chronological age, language, and life and work skills. Kohai uses a behaviorist approach to learning and supports a continuous evaluation process. All tasks are analyzed and broken down into small teachable, reachable steps for each student.
- **Oakwood Academy**, Mississauga (special needs, traditional, academic/grades Jr.K-8/coed)
<http://kidscancentre.com/oakwood> The School uses the Developmental Individual Differences Relationship-based (DIR®) model. They offer a transition program which is a one-to-one program to help children transition to the regular academic classes. Academic classes are also offered for grades 1-8.
- **Shoore Centre for Learning**, Toronto (alternative school/grades 7-12/coed)
<http://www.shoorecentre.com/> Shoore Centre's area of expertise is autism spectrum disorders. Shoore also offers programs for patients with acquired brain injury (ABI) who are preparing to be reintegrated into the regular school system.

CANADA, Toronto, Ontario (cont'd)

SPECIAL EDUCATION (cont'd)

- **Wildwood Academy**, Oakville (alternative school/grades 2-8/coed)
<http://wildwoodadmin.wix.com/wildwood-academy> The School specializes in teaching students with ADHD and/or learning disabilities. They offer PEERS Social Skills training as part of the curriculum. Coupled with the Emotional Intelligence Program, a team of teachers trained at UCLA guide the students through the programs on an on-going basis to reinforce these strategies which teaches students how to effectively engage in a variety of social scenarios.
- **WillowWood School**, Toronto (traditional, academic, special needs/grades 1-12/coed)
<http://www.willowwoodschool.ca/> WillowWood provides support for many kinds of learners, including ESL, those with learning disabilities, gifted, etc. Individualized programming allows students to work at their own pace and on specific areas of delay. Students are able to advance or remediate as needed, in specific areas, so a student excelling in English but struggling in math can work at two grade levels at the same time.
- **The YMCA Academy**, Toronto (special needs, alternative school/9-12/coed)
<http://www.ymcaacademy.org/> An alternative high school serving youth with learning disabilities and learning style differences. Small class sizes, Individual Education Plans and life skills counseling, as well as support for students in their pursuit of university, college or workplace level courses is available.

Other traditional, academic local private schools not mentioned above also offer limited special needs support. The following site offers detailed information on local private schools, both special needs alternative schools and traditional academically focused schools that offer special needs assistance. You can sort the list in various categories, such as location, type of special needs programs offered, traditional day school vs. alternate school, etc.: <http://www.ourkids.net/special-needs-schools.php>.

TORONTO DISTRICT SCHOOLS

Toronto District Schools offer special education programming. For the 2013 Special Education Report, click the following link: <http://www.tdsb.on.ca/Portals/0/earlyyears/docs/specialeducationreport.pdf>. Concerns have been noted in the areas of insufficient therapy hours per student, special needs students being told to stay home because there is not enough staff coverage that day and overall spending per student being at significantly lower rate than in Fairfax County, VA.

One's residency must be established prior to registering a child in the Toronto District Schools. As a living quarters allowance post where each family finds their own permanent housing from which their residency is drawn, this option is very challenging. In addition, it should be noted that Toronto District Schools have a history of teacher strikes which can seriously impact learning for all children involved, and disrupt programming for children with special needs who are often sensitive to changes in their schedule.

Post strongly advises that all prospective bidders who have children with special needs contact the Regional Medical Officer as well as the Office of Overseas Schools prior to their bidding.

CANADA, Vancouver, British Columbia

SPECIAL EDUCATION

Post Comments (2015)

<http://www.vsb.bc.ca/programs> (click on Special Education under the heading Program Listing by Student Group) Special education services are provided in all public school districts by law. Learning disabilities do not receive funding for services in public schools. There are several private schools for students with special needs in the area that do address learning disabilities. Individualized Education Plans (IEPs) are standard practice and the name is the same. In the public schools, a student's designation can be changed without speaking to families, so close communication with teachers is important. Private schools usually meet with parents for any changes to an IEP or designation, but it is important to ask questions about the process when considering a school. For planning purposes, post uses tuition at Collingwood for determining the post education allowance.

CHILE, Santiago

SPECIAL EDUCATION

Post Comments – School Information for Santiago (2014)

Resources for learning disabled children at schools in Santiago are limited. Some special education reading programs are offered and some other remedial help is available, but NONE of the schools is equipped to handle problems beyond the mildest learning disabilities. Tutors are available in many subjects, and this expense may be reimbursable under the education allowance (See FAM 271, 274.12, and 276.9). If your child has special education requirements, you must contact the State Department's Office of Overseas Schools or your agency before accepting an assignment to Santiago. It is NOT recommended that you accept this assignment if you have a child who has moderate or severe emotional or learning problems.

The International Preparatory School (2014)

PK-YR13

165

www.tipschile.com There is a learning specialist at school and also on call, to work with children with mild learning disabilities.

International School Nido de Aguilas (2015)

PK-12

1,710

<http://www.nido.cl/> The School's curriculum and instructional programs anticipate that all students admitted can meet achievement standards with little or no special assistance beyond the normal classroom. At the elementary and middle school levels, additional limited support is available for students who have content or skill deficiencies in relation to the school's academic expectations. This takes the form of both "pull-out" and "push-in" services from specially trained teachers. As the campus is located on a spacious hillside, with many elevations and distances between buildings, it is difficult to accommodate students with physical handicaps. The school does not provide services for mentally handicapped, speech, hearing, sight impaired, or emotionally disturbed children. Finding community services, in English, for these needs is limited. Full English-as-a-second language support is provided at the elementary and middle school levels.

CHINA, Beijing

SPECIAL EDUCATION

Post Comments: Synopsis of Special Needs Info (2015)

- **British School of Beijing, Shunyi:** <http://www.nordangliaeducation.com/our-schools/beijing/shunyi> In BSB Shunyi, the Inclusion Department consists of a Leader of Inclusion, Special Educational Needs Coordinator (SENCO), Special Educational Needs (SEN) Teacher and Counselor. The SENCO in collaboration with the Leader of Inclusion plays a key role in determining the strategic development of the Special Educational Needs policy, support and provision in the school to raise the achievement of children with special educational needs.

The SENCO will coordinate additional support, Individual Education Plans (IEPs) and Action Plans for pupils with special educational needs and liaise with their teachers and other professionals who are involved with their education.

The counselor supports children's needs when they are going through a difficult time; this can be emotional, social, or behavioral. For children it can be difficult to talk about their problems with their family, teachers, or friends and they might prefer to talk to someone that isn't a part of their life. The counselor gives them the chance to share their feelings in a safe and non-judgmental environment. By using different therapy, such as play and art therapy, the feelings of the child will be explored.

The School has a few SEN certified teachers that work with a small portion of students as part of the mainstream program.

CHINA, Beijing (cont'd)

SPECIAL EDUCATION (cont'd)

- **British School of Beijing, Sanlitun:** <http://www.nordangliaeducation.com/our-schools/beijing/sanlitun> The School does not offer a comprehensive SEN program. They do have trained SEN specialists within their network of schools and work with professionals and organizations locally. The School endeavors to work with families to ensure that they have provisions in place to cater to the specific needs of their child. The School offers the support of a one-to-one teaching assistant for any student that may need the additional support during their lessons.
- **International School of Beijing:** <http://www.isb.bj.edu.cn/> Learning Support Policy: In support of the mission, purpose, and philosophy of the School, as existing space and resources allow, students with mild to moderate learning differences will be admitted in accordance with the School's admissions policy. This might include students with learning disabilities, ADHD and some high-functioning students on the autistic spectrum. However, placement in the learning support program is not based on diagnoses. Placement is determined by the level of support needed to be successful.

Description of Services: At this point, the School does not have self-contained classes for students who require a separate curriculum. Most services are provided through a push-in, inclusion model, with the exception of first and second grades in which a pull out model is utilized more frequently. Presently, they have ten learning support teachers, one speech and language pathologist and a director of student support services who also covers the school psychologist position. The School tends to use a modified response to intervention model (RtI) as the referral identification process. The modification is that they use standardized assessments as well as curriculum based to inform intervention.

Decisions regarding admission and services for a student will be made on a case-by-case basis within the policy parameters. The School does not have an educational program for:

- A student with intensive learning needs.
 - A student who requires a self-contained learning environment with separate curriculum.
 - A student with significant cognitive, developmental, physical and/or emotional needs/disabilities.
 - A student who exhibits a continual pattern of behavior in the classroom that is disruptive to the learning process.
 - The Student Support Team generally consists of an Administrator or designee, Counselor, Learning Support Teacher, and Classroom Teacher who interacts directly with the child.
- **Ivy Schools:** <http://www.ivyschools.com/> While several of the School's teachers are special-needs trained or informed, they are not equipped to accept children with special needs on a regular basis.
 - **International Montessori School of Beijing:** www.msb.edu.cn MSB employs two Learning Support teachers who are trained to diagnose and support children with learning needs. All learning support students must be identified during the admission process and will undergo observation and testing by our Learning Support staff. Admittance to the school will take into account their recommendations.
 - **Side By Side:** <http://www.sidebysidebeijing.com/> Their program is solely for students with special needs and learning difficulties. The School will consider students with a variety of special needs, though they are unable to admit those in wheelchairs, or with moderate to severe medical needs. Their special education students usually have autism, are mentally challenged, have down syndrome, language delays or disorders, or global delay. The majority of their students have a combination of communication, behavioral and social issues. Side by Side also offers 1:1 learning support and 1:1 music therapy for students who go to international school and have learning, behavior, emotional or communication difficulties. The School has a qualified special needs teacher, a music therapist/social worker/special needs support worker, and an assistant on staff. They refer to external therapy centers for diagnosis, speech and language therapy, occupational therapy and/or physical therapy if it is required.

CHINA, Beijing (cont'd)

SPECIAL EDUCATION (cont'd)

- **Yew Chung International School:** <http://www.ycis-bj.com/en/> The School aims to assist children of foreign personnel as much as possible. However, there are limits to the range of services provided, resources obtainable, teacher and specialist expertise available in YCIS. For this reason, YCIS can only accept students with mild learning difficulties, i.e. children who can work successfully in a regular classroom environment with minimum support. The School employs a SEN teacher to work with students, in-class and in a withdrawal capacity. The School reserves the right (in consultation with the parents) to review all prior school reports, recommendations, and external assessments, and conduct an interview to determine the student's level of need/s. The School will only accept students whom it believes will be successful in the YCIS program. Should a special educational need/s be identified after entrance (or a more serious need develops), the School reserves the right to review the placement.

3e International School (2014)

N-4

163

www.3einternationalschool.org Children with special needs are considered on a case-by-case basis to ensure that all their needs can be met if admitted.

Beijing City International School - BCIS (2014)

N-12

743

www.bcis.cn BCIS provides learning support for those students who require additional assistance in mastering the curriculum. Acceptance into the school for children with special needs is made on a case-by-case basis. Determination is based on whether they have sufficient expertise and resources to accommodate the student. BCIS personnel do not diagnose disabilities.

Dulwich College Beijing (2014)

PK-12

1,444

www.dulwich-beijing.cn The School accepts students with learning needs on a case-by-case basis. Mild needs are supported either through in-class or pull-out sessions. Students needing extra support are requested to hire a shadow at their own expense. They do not have services for severe learning needs that may require professional services such as speech or physiotherapy.

Lycée Française Internationale de Pékin (2014)

N-12

991

<http://www.lfip.net.cn/> The School currently has 4-5 mentally handicapped or sight impaired students. These students' families engage a personal assistant (with the help and agreement of the school) to assist their child in classes. The School also has several dyslexic students; 2 external speech therapists assist them after school.

Western Academy of Beijing (2014)

N-12

1,557

www.wab.edu **Learning Support Program:** Students are eligible for admission if it is believed that WAB can meet their emotional, social, physical and academic needs. WAB can offer places at each grade level to a limited number of students with mild learning difficulties. For these students, assistance is provided by their Learning Support Center, both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis. Since WAB does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student's ability to access the regular curriculum with limited support. WAB takes into account the number of other students requiring learning support in the grade level applied for, and the level of resources needed to support the applicant. Thus, while WAB recognizes the value for all children of the social learning which can occur through contact with a peer group, places cannot be offered to students who need extensive program modifications, an alternate curriculum or constant support. In accepting students with learning difficulties, WAB usually also adheres to the school admissions policy of placing students by chronological age and educational background, so the ability to function with a group of similarly aged students is an important factor. WAB is able to accept some students with minor physical disabilities, although expertise with any type of adaptive communications systems is not available. In accordance with the general admissions policy, the school reserves the right (in consultation with the parents) to conduct all necessary assessments and obtain copies of all previous reports and records. The School will offer a provisional place only to those students who they believe can benefit from the educational program it provides.

CHINA, Beijing (cont'd)

GIFTED AND TALENTED

Dulwich College Beijing (2014)

PK-12

1,444

www.dulwich-beijing.cn The Gifted & Talented Team works closely with teachers and parents to observe, assess and provide for students who are performing, or who demonstrate the potential to perform, beyond their age peers. A range of curriculum modifications are employed in the regular classroom in response to assessed group or individual needs. Enrichment and extension opportunities are provided beyond the classroom for students to access broader and deeper learning in areas of individual strength. Students are also introduced to programs that exist beyond DCB that may be of personal benefit. They are creative and flexible in their approach to meeting the highly individual needs of their gifted students, always considering equally the social-emotional, physical and academic elements for each child.

Western Academy of Beijing (2014)

N-12

1,557

www.wab.edu **Enrichment Support Program:** WAB believes that while all their students have strengths that must be valued and promoted, there are students whose educational needs are different from their age peers due to the nature of their gifts. To ensure that the needs of students identified as gifted are appreciated and supported, the WAB curriculum provides a flexible range of options to assist gifted students to maximize their potential. Learning experiences within the classroom are regularly differentiated, and in collaboration with WAB's gifted support services, strategies such as flexible grouping, curriculum compacting and extension and enrichment of the core curriculum are offered, as appropriate. In order to facilitate appropriate provision for gifted students, WAB will assess the students' levels of ability and achievement. Multiple criteria are used whenever possible.

CHINA, Chengdu

SPECIAL EDUCATION

Chengdu ISC International School (2015)

PK-12

355

<https://cdischina.com/en> The School currently does not have a special needs program or dedicated special needs teacher. It does have a parent volunteer who is a qualified special needs teacher who consults for the school. They do have a Student Services Office where they have 2 full-time school counselors and an assistant. One of their counselors can do special needs testing and is also qualified to counsel emotional issues. They also have students who have physical disabilities and their school building is designed to accommodate wheelchairs. However, they can only accommodate students who can operate independently.

Leman International School (2015)

PK-10

163

www.lis-chengdu.com LIS employs a full-time school counselor with special education experience to better serve any LIS students who have learning disabilities or special needs. The school counselor also provides professional advice and psychological counseling to students who may need assistance. The school counselor has more than 20 years working and management experiences in counseling and has obtained relevant qualifications.

QSI International School of Chengdu (2015)

PK-12

388

<http://www.qsi.org/china/cdu/> The School employs a full-time special education teacher. The primary responsibility of their special needs teacher is to serve IEPs from incoming students and to create plans for students who they later find out have learning disabilities. Their special needs teacher works in the mainstream classroom and also pulls students out. They have a very small special education program and must be flexible. They do make it clear to incoming families that services are limited in Chengdu. Speech and occupational therapy is almost non-existent. There is a U.S. trained psychiatrist in Chengdu who does meet with a few students from QSI Chengdu. Please contact the school well in advance if you have a child with special needs. The answer may vary on how much they will be able to accommodate.

CHINA, Guangzhou

SPECIAL EDUCATION

American International School of Guangzhou (2015)

PK-12

930

<http://www.aisgz.org/> AISG has a limited learning support program for students with mild learning differences. Some specialist services are not available in Guangzhou, and families are often referred to Hong Kong for specialist services. The needs of students with learning difficulties should be discussed with the Admissions Office *prior* to submitting an application in order to determine whether the necessary support is available at AISG and in Guangzhou. This includes speech/language therapy and occupational therapy. Also, please note that AISG facilities are not barrier-free. Students enrolled in our learning support program are invoiced an additional US\$500 per semester (\$1000 annually).

The British School of Guangzhou (2015)

PK-12

760

<http://www.nordangliaeducation.com/our-schools/guangzhou/> The School does not have any full-fledged facilities for special needs students. Enrolled students with mild learning needs can be catered to in areas of reading, writing, or speaking. A speech therapist as well as a special needs coordinator is on site at the school to assess issues and work with current students.

CHINA, Hong Kong

SPECIAL EDUCATION

Post Comments – Special Education Learning Needs (2015)

- **Hong Kong Academy (HKA)**

33 Wai Man Road, Sai Kung, New Territories, Hong Kong
(near Wai Man Road Playground) Tel: (852) 2655 1111

Website: www.hkacademy.edu.hk

Email: admissions@hkacademy.edu.hk

HKA has extensive resources to support students with special needs, including a Learner Support Centre with dedicated staff, as well as a full-time occupational therapist and a full-time speech and language therapist.

- **The Harbour School**

2nd Floor, Hong Kong University Building Kennedy
Town Centre 23 Belcher's Street Kennedy Town, Hong Kong
Tel: (852) 2816 5222

Website: www.theharbourschool.edu.hk

Email: info@theharbourschool.edu.hk and admissions@theharbourschool.edu.hk

The learning support team provides individual or small-group instruction to learners who have identified specific learning disorders in academic areas such as reading, writing, or mathematics, as well as to those who have difficulty in social or behavioral skills. The number of hours provided per week may vary from one-half hour to several hours, and is determined in cooperation with parents and teachers. The program is not just for those children who are identified with special needs, but for any child who needs a smaller and more individualized environment than what exists in some of the larger schools in Hong Kong. The Harbour School also works closely with the Children's Institute of Hong Kong which provides an educational program for autistic children. The Children's Institute is located in the same facility as the Harbour School and the children from both programs interact.

- **The International Montessori School (IMS)**

Casa dei Bambini: 3 to 6 years

M/F, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan (Mid-levels area) and

G/F Blocks 23 to 23A, South Horizons, Phase II, Ap Lei Chau

Lower Primary and Upper Primary: 6 to 12 years

62 Tin Hau Temple Road Tel and Off Stanley Plaza, Stanley

Tel: (852) 2156 9033

Website: www.montessori.edu.hk

Email: info@montessori.edu.hk

CHINA, Hong Kong (cont'd)

SPECIAL EDUCATION (cont'd)

IMS will accept children with learning and development difficulties into the classroom. For children with special needs, IMS requires a therapist or psycho-educational evaluation to assist in the application process.

- **International Christian School (ICS)**

1, On Muk Lane, Shek Mun, Shatin, New Territories

Tel: (852) 3920-0000

Contact: Debbie Kadow, Dean of Admissions

Email: kadowd@ics.edu.hk and admissions@ics.edu.hk

Website: <http://www.ics.edu.hk/>

ICS has a special needs program called Bridges, which accepts students 6-16 years of age. The average IQ range of a Bridges student is 60-75. Students admitted to Bridges will have intellectual, adaptive behavioral development, and achievement delays that adversely affect their learning and educational performance to such a degree that they cannot receive a standard course of study. The Bridges curriculum focuses on functional academics, communication, socialization, and the application of Bible principles. The school integrates Bridges students in the general student population for non-academic classes. Students enrolled in Bridges may complete the program leading to a certificate of completion rather than a standard High School diploma.

- **English Schools Foundation**

25/F, 1063 King's Road, Quarry Bay

Tel: (852) 2574-2351

Website: <http://www.esf.edu.hk> (Various campuses <http://www.esf.edu.hk/our-schools/overview>)

English Schools Foundation offer very limited support for special needs children. Parents are required to pay for an education assistant (EA) specifically for their child.

- **Autism Partnership School (APS)**

2/F 17 B Ventris Road, Happy Valley, Hong Kong

Tel: (852) 2526 3061

Website: <http://www.apschool.edu.hk/>

Email: info@apschool.edu.hk

The Autism Partnership School is a non-profitable private primary school in Hong Kong which can care for up to 72 primary students. The school caters for Cantonese and English-speaking children, aged from 4 years 8 months or above. As the only school in Hong Kong specialized in treating children with autism, the school accepts students at a varying ages and levels of functioning. There are typically 8-10 students per class with a ratio of at least 1 teacher to every 2 students. Teachers have a minimum of 5-6 years teaching and in-field experience. The school is specially designed to cater for the needs of children with Autism Spectrum Disorder (ASD) and uses the Contemporary Behavioral Therapy (CBT) approach to teaching. The curriculum for Primary one to Primary six covers core subjects of English, Mathematics, General Studies and Computer Studies, supported by Visual Art and Physical Education and Music. The school strives to teach skills which are meaningful and functional to the students to ensure to provide instruction in skills that will be long lasting and establish core skills so that our students can work, live in the community as independently as possible with a high quality of life.

- **Carmel School Association**

Carmel Elementary (ages 5-11 years), 10 Borret Road, Mid-levels

Elsa High School (ages 11-18 years), 460 Shau Kei Wan Road, Shau Kei Wan

Tel: (852) 2964 1600 and (852) 3665 5388

Website: www.carmel.edu.hk/

Email: admissions@theharbourschool.edu.hk

Learning support services are available through The Learning Connection (TLC) program. TLC provides academic or social skills support in a 1:1 or 2:1 setting. These services occur in 40 minute

CHINA, Hong Kong (cont'd)

SPECIAL EDUCATION (cont'd)

sessions, between 1-3 times per week. Carmel Elementary also works with a network of external providers for speech and language, occupational therapy, social and emotional services and educational assessment. For more information, please contact Rachel Herman, the TLC coordinator, at Rachel.Herman@carmel.edu.hk.

- **Island Christian Academy**

70 Bridges Street, Sheng Wan

Tel: (852) 2537 2522

Email: office@islandca.edu.hk and admissions@islandca.edu.hk

Website: <http://islandca.edu.hk/>

The school offers a Learning Support Service which adapts the curriculum or provides extra help when needed. The school also has a gifted and talented program.

Autism Partnership School (2015)

4.8yrs-Adolescents 72

<http://apschool.edu.hk/main/> The Autism Partnership School is a non-profit private primary school which can care for up to 72 primary students. The School caters to Cantonese and English-speaking children from age 4 years 8 months. As the only school in Hong Kong specialized in treating children with autism, the school accepts students at a varying ages and levels of functioning. There are typically 8-10 students per class with a ratio of at least 1 teacher to every 2 students. Teachers have a minimum of 5-6 years teaching and in-field experience. The School is specially designed to cater to the needs of children with autism spectrum disorder (ASD) and uses the Contemporary Behavioral Therapy (CBT) approach to teaching. The curriculum for primary one to six covers core subjects of English, math, general studies and computer studies, supported by visual art, physical education and music. The School strives to teach skills which are meaningful and functional to the students.

Carmel School Association (2015)

K-12 ----

www.carmel.edu.hk Learning support services are available through The Learning Connection (TLC) program. TLC provides academic or social skills support in a 1:1 or 2:1 setting. These services occur in 40 minute sessions, between 1-3 times per week. Carmel Elementary also works with a network of external providers for speech and language, occupational therapy, social and emotional services and educational assessment. For more information, please contact Rachel Herman, the TLC coordinator, at Rachel.Herman@carmel.edu.hk.

English Schools Foundation (2015)

4.8yrs-Adolescents 72

<http://www.esf.edu.hk> ESF offers very limited support for special needs children. Parents are required to pay for an education assistant (EA) specifically for their child.

The Harbour School (2015)

PK-8 60

www.theharbourschool.edu.hk The School's learning support team provides individual or small-group instruction to learners who have identified specific learning disorders in academic areas such as reading, writing, or mathematics, as well as to those who have difficulty in social or behavioral skills. The number of hours per week may vary from one-half hour to several hours, and is determined in cooperation with parents and teachers. The program is not just for those children who are identified with special needs, but for any child who needs a smaller and more individualized environment than what exists in some of the larger schools in Hong Kong. The Harbour School works closely with the Children's Institute of Hong Kong which provides an educational program for autistic children. The Children's Institute is located in the same facility as the Harbour School and the children from both programs interact.

Hong Kong Academy (2015)

PK-12 470

www.hkacademy.edu.hk HKA has extensive resources to support students with special needs, including a Learner Support Centre with dedicated staff, as well as a full-time occupational therapist and a full-time speech and language therapist.

CHINA, Hong Kong (cont'd)

SPECIAL EDUCATION (cont'd)

Hong Kong International School (2015)	PK-12	2,700
http://www.hkis.edu.hk Hong Kong International School offers very limited support to the special needs children of current teaching staff only.		

Independent Schools Foundation Academy (2015)	PK-12	----
www.isf.edu.hk Some resources available; please contact the School directly for more details.		

International Christian School (2015)	PK-12	----
www.ics.edu.hk ICS has a special needs program called Bridges, which accepts students 6-16 years of age. The average IQ range of a Bridges student is 60-75. Students admitted to Bridges will have intellectual, adaptive behavioral development, and achievement delays that adversely affect their learning and educational performance to such a degree that they cannot receive a standard course of study. The Bridges curriculum focuses on functional academics, communication, socialization, and the application of Bible principles. The School integrates Bridges students in the general student population for non-academic classes. Students enrolled in Bridges may complete the program leading to a certificate of completion rather than a standard high school diploma.		

The International Montessori School (2015)	3-12yrs	300
www.montessori.edu.hk IMS will accept children with learning and development difficulties into the classroom. For children with special needs, IMS requires a therapist or psycho-educational evaluation to assist in the application process.		

Island Christian Academy (2015)	K-5	----
http://islandca.edu.hk The School offers a learning support service which adapts the curriculum or provides extra help when needed.		

Nord Anglia International School (2015)	K-6	----
admissions@nais.hk A program is offered. Please contact the school for more information.		

CHINA, Shanghai

SPECIAL EDUCATION

Post Comments (2015)	----	----
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Special Education Options: Each of the international schools is able to accept cases with very mild special needs. Please contact the admissions director early in the process to find out if the school is able to accept your child.

- **The Essential Learning Group** <http://www.chinaelg.com/> This school specializes in autism, developmental delays, and moderate to severe learning disabilities. They offer services and work with schools. One service offered is helping to determine which school is right for/will accept your special needs child.
- **Olivia's Place** <http://www.oliviasplace.org/home> This school serves special needs children with physical, occupational, speech therapies, behavioral therapy, educational psychologists, etc. needs.
- **Rainbow Bridge International School** www.rbischina.org This school can offer help for mild learning disabilities and the physically handicapped. There are no ramps for wheelchairs at this time.
- **SHINE Academy** <http://www.shineacademy.asia/> SHINE Academy partners with Olivia's Place to provide services in occupational, speech and physical therapy. They also offer a "Special Needs Track" for a variety of special needs, including but not limited to autism, dyslexia, dyscalculia, Down syndrome, pervasive developmental disorder-not otherwise specified (PDD-NOS), global delays, dysgraphia and speech delays.

CHINA, Shanghai (cont'd)

SPECIAL EDUCATION (cont'd)

The British International School, Puxi Campus (2015) PK-12 1,480
<http://www.nordangliaeducation.com/our-schools/shanghai/puxi/> If the School feels it is able to meet the child's individual needs as part of their core curriculum, they would be considered on a case-by-case basis.

Shanghai American School (2015) PK-12 3,253
www.saschina.org The School's level of service: mainstream with pull-out less than 10%. Needs which can be serviced: learning disabled, orthopedically impaired depends upon the individual case. There are staff members on each campus who can diagnose disabilities. One campus has a privately contracted company to provide some services. There are special needs teachers at each campus to work with students. Students with speech impairments see therapists in the community.

Shanghai Community International Schools (2015) N-12 1,368
<http://www.scis-his.org/> SCIS strives to provide students with the opportunity to pursue academic and personal excellence in a warm and nurturing environment. Tailoring instruction to meet the needs of the student instead of having the student fit the educational program is a philosophy they strongly endorse.

Essentially, differentiated instruction is the hallmark of good teaching practice and one they unequivocally support. Their teachers are recruited based on their ability to accommodate the various learning styles of their students in order to ensure a high degree of success. Currently, SCIS schools can accommodate students with mild learning needs. SCIS has multiple student counselors per campus to support student-learning needs. Students who require intensive support (i.e. academic, speech and language, OT and PT) are referred to one of their partners in the community. Support services may be provided on site at one of our campuses if warranted. Furthermore, in June 2013, the Board agreed to move to a more inclusive program in order to better serve the needs of our current students and future students. SCIS has a school psychologist on staff to support students and teachers. Students who require intensive support (i.e. academic, speech and language, OT and PT) are referred to one of their partners in the community. Support services may be provided on site at one of their campuses if warranted.

The admissions team reviews each applicant and decisions for acceptance are made on a case-by-case basis. In some cases, students may be denied admission to SCIS if there is sufficient evidence to support the need of additional services outside what the school can provide.

Yew Chung International School of Shanghai (2015) PK-12 2,487
<http://www.ycis-sh.com/en/> Limited resources are available for students with minor special needs.

CHINA, Shenyang

SPECIAL EDUCATION

Shenyang International School (2015) PK-12 238
www.syischina.com Although SYIS is not equipped to meet the academic needs of students with severe learning challenges, they do work with families of students who have mild learning challenges, developing appropriate academic programs for such children on a case-by-case basis. In the past, such students have included a middle school student with diagnosed Asperger's Syndrome as well as a lower elementary student with another mild form of autism. Their current student body includes several students with specific learning challenges (both diagnosed and undiagnosed). One of these students came to them with an IEP, and he is currently receiving instruction in the mainstream class with the help of a full-time aide (recruited by the school and paid for by the parents). SYIS does not have any personnel at present who are trained in diagnosing learning disabilities or who are designated as special needs teachers. However, all of their teachers this year are receiving professional development training in providing modifications and accommodations within the mainstream class setting in order to meet the academic needs of struggling learners. Their present school facilities include a four-story building for elementary and middle school students and a two-story building for high school students. The School does not have elevators for students with orthopedic impairments.

CHINA, Wuhan

SPECIAL EDUCATION

Wuhan Yangtze International School (2015)

PK-12

208

<https://wyischina.com> The School is committed to seeing that every child has an opportunity to learn and grow. In most cases, the needs of individual students are able to be met by the classroom teacher with the use of some individualized assistance or curriculum modification as necessary. They are willing to discuss the needs of each child and determine if the necessary resources needed for success are available. In certain cases, one-to-one assistance can be offered.

COLOMBIA, Barranquilla

SPECIAL EDUCATION

Colegio Karl C. Parrish (2015)

N-12

773

www.kcparrish.edu.co The School identifies itself as a school for students who are able to achieve in a regular classroom. Enrolled students who exhibit mild learning difficulties may be assigned to a pull-out program in the school's Optimal Resource Center (ORC) during part of the school day at an additional cost to parents. Specialized personnel teach these students with the goal of enabling them to manage their difficulty so they can rejoin the regular program. Additional trained staff members have batteries of tests available to diagnose students and recommend outside treatment or support. English-speaking special needs teachers are not available in the community. Wheelchair access ramps connect buildings. The School employs a full-time doctor to care for students with manageable medical issues, dispense approved medications, and provide first-aid.

COLOMBIA, Bogota

SPECIAL EDUCATION

Post Comments–Special Needs (2014)

Bogota does offer a few schools with various special needs services. Before considering Bogota as a post it is best for each family to verify what school in Bogota might be able to meet the needs of their child - each school listed offers assistance with different classifications of support. To get assistance with finding the best school for special needs, it is recommended that families contact the Regional Education Officer in the Office of Overseas Schools and the post's Regional Medical Officer Psychologist beforehand.

Colegio Nueva Granada – this school has services for a range of children with special needs in the school's Learning Center. Bogota accommodates the largest number of special needs students in the world and CNG is our main school that accepts these students and also the only school in Bogota that offers a provisional admission based on the admission packet submitted by parents.

Important Application Information for International Families Who Have Children with Special Needs: CNG takes special interest in American, international, and "Global Nomad" families who are positively involved in their child's educational process. International families considering a move to Bogota may apply at any point during the school year; CNG has rolling admissions for families coming from abroad. If you have a child who requires CNG Learning Center services you must send the following documents to the Admissions Office (admissions@cng.edu):

1. Recent psycho-educational evaluation (valid within three years of your application date to CNG),
2. Recent Individualized Education Plan (IEP) if applicable,
3. Recent reports from educational specialists and/or therapists working with your child.

The Learning Center and Admissions Team will confirm if they have the available services to support your child. Upon confirmation of space availability and the range of necessary services required for your child's educational needs, you may continue with the regular application process.

As a final note, although CNG has a strong commitment to serving students with a wide range of exceptionalities supported within their inclusionary model of special education, the Board policy restricts and highly limits the acceptance of children with any type of behavioral or conduct issues.

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

Please click on the following link for additional information regarding CNG's requirements for international family admissions: <http://cng.edu/index.php?seccion=admissions>.

Special Attention: Only Applies to Families to be assigned to the U.S. Mission in Colombia. CNG will need to receive the above information in advance to determine whether or not the school can provide the necessary special needs services. Once the Admissions Office has confirmed the availability of services, you will be informed in writing, and this verification can be used in order to bid on the post. Please make an important note that confirmation of available services does not signify guaranteed admission given that some families request confirmation of services up to two years in advance. Therefore, we would like to emphasize that final admission will depend on space availability both at the grade level and in our Learning Center as well as the student's continued ability to meet our entry requirements. Additionally, please note that the admissions process has several steps that will need to be completed, including interviews and testing, once you formally decide to apply. As a result, we strongly encourage you to contact the CNG Admissions Office for more information as soon as you know that your family will be coming to Bogota.

Families of the Bogota U.S. Mission must also refer to the "Educational Payment Policy and Procedures" written guidelines (available from the CLO's Office) to ensure funding approval of the child's Special Needs Educational Allowance (SNEA). Once approved, the employee and embassy will receive a SNEA funding approval cable. Please note that CNG must receive a copy of this funding cable confirming SNEA approval BEFORE the child can begin attending class and receiving services.

Knightsbridge International - The School has a number of students who require differentiation and modifications in the instruction. They are all mainstreamed in the regular classroom. The psychologist shares with the teachers a summary with recommendations provided after testing to be used in the classroom (use of technology, extra time, small assignments, etc.). The school has a great connection with the Learning Center located in Bogotá. They refer students to them and they work closely with their psychologists, their school based psychologist, the family and teachers to serve students with special needs. The School's students with special needs are helped with differentiation as well as the RTI model. They have an MDT (Multi-disciplinary committee) that meets weekly to discuss IEP's and what intervention is taking place in the classroom. They review all accommodations and or modifications being made in the classroom and make suggestions to teachers and report to parents the findings every 3 weeks.

At Knightsbridge Schools failing a grade is not an option unless they see that a child needs more time in the emotional aspects of his/her life because of immaturity. They provide their students with "opportunity days" so that students can stay with their teachers and get additional support in the different areas after school. This helps cut back on tutoring and helps the school intervene in areas of weakness for their students. These "opportunity days" do not have an additional cost to parents.

Colegio Gran Bretaña- Has a small special needs program and is an option for some children requiring these services. Department (EAD) at CGB is available to provide support services in four areas; learning support, gifted and talented, speech/language therapy and occupational therapy by its employed staff members. CGB is able to provide support services to the learning disabled, mildly mentally handicapped (dependent on the severity of the handicap), speech impaired, language delayed, mildly hearing impaired (students who do not require sign language or an adapted curriculum), students needing fine and gross motor skills training and support as well as the gifted/talented. CGB is equipped with series of ramps and there is an elevator in the secondary school for students who are in wheelchairs. All students suspected of a learning disability, a need for speech/language therapy, occupational therapy or psychiatric cares are referred to an outside certified specialist for an evaluation and diagnosis.

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

Colegio Anglo-Colombiano (2015) PK-11 1,820

<http://www.anglocolombiano.edu.co/> Special needs students are supported with shadow teachers. The school has successfully supported students with autism, Asperger's, and down syndrome.

Colegio Gran Bretaña (2015) PK-12 508

<http://www.cgb.edu.co/> The Educational Achievement Department (EAD) at CGB is available to provide support services in four areas; learning support, gifted and talented, speech/language therapy and occupational therapy by its employed staff members. CGB is able to provide support services to the learning disabled, mildly mentally handicapped (dependent on the severity of the handicap), speech impaired, language delayed, mildly hearing impaired (students who do not require sign language or an adapted curriculum), students needing fine and gross motor skills training and support as well as the gifted/talented. CGB is equipped with series of ramps and there is an elevator in the secondary school for students who are in wheelchairs. All students suspected of a learning disability, a need for speech/language therapy, occupational therapy or psychiatric cares are referred to an outside certified specialist for an evaluation and diagnosis.

Students requiring mild learning support are provided service using the co-teaching model where a learning support specialist is actively teaching alongside the regular classroom teacher. Students needing a moderate level of support i.e. direct learning support, differentiated concept reinforcement or concept review; typically work in small groups within the classroom under the supervision of a learning specialist or in small group pull-out sessions with a learning specialist. In a limited number of special cases, students requiring a more intensive level of support, academic, behavioral or a combination of both are required to have a full time shadow and this person is hired privately by the parent and guided by the EAD and/or the Counseling and Emotional Guidance Department (CEG).

Speech/language therapy and occupational therapy are provided at CGB through a variety of models as well. The majority of our students requiring intensive therapy in either or both of these areas are seen by external therapists with whom our on-site S/LT and OT serve as a liaison; conducting bi-monthly meetings, with the external therapist(s), the parents and the classroom teacher, in which the student's progress is discussed and classroom support strategies are developed when appropriate. A small number of students at CGB receive in-class support or direct support in a small group pull-out setting. In rare cases S/L support is provided on a one-on-one basis using the pull-out model of service delivery. CGB staff does not provide one-on-one occupational therapy.

The Counseling and Emotional Guidance Department (CEG) provides support to students: The CEG employs three full-time psychologists. In addition to participating in the admissions process, they design and implement prevention programs in the areas of eating disorders, substance abuse, and anti-bullying. They also play an important role in the school's PSHE curriculum (Personal, Social and Health Education), along with providing group and individual support with social skills and integration. One of their central programs is "Adaptation Workshops" for newly arrived expat families, students and teaching staff. Individual counseling is offered as well as liaising with outside professionals. One of the three psychologists is also the Career and University Guidance Counselor, offering orientation and assistance for university admission in Colombia, the USA, Canada, the UK and Europe, primarily.

Colegio Nueva Granada (2015) PK-12 1,820

www.cng.edu Learning Center Ani de Acevedo provides services which include complete psycho-educational assessment, remediation, academic support, language therapy and/or occupational therapy. They also serve students with special needs who need a shadow with them in the classroom. Psycho-educational assessment is offered at the Learning Center in order to identify students with learning disabilities, learning difficulties or any other condition which may be affecting their ability to learn. The students are usually referred by their teachers; however, in some occasions parents are the ones who initiate this process. The evaluation is conducted during school hours and the results are shared with teachers, parents and the student. The results include a diagnosis as

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

well as recommendations for parents and teachers. The recommendations may include referral to specific programs such as Learning Center support, occupational therapy, language therapy or tutoring. Outside resources may also be recommended such as further assessments or treatments by psychiatrists, neurologists, family counseling etc.

Primary and elementary students placed in the Learning Center are usually involved in a pull-out program, although in some cases inclusion is also provided. Some students come before school so that they are not actually pulled out of class. Schedules are agreed upon between the classroom teacher, parents and the learning center specialist. Based on the student's specific needs, the Learning Center professionals develop an Individual Educational Plan (IEP) which includes their short and long term goals and special classroom recommendations. While the student is in the primary and elementary school emphasis is placed on interventions designed to strengthen specific functions or remediate weak areas, with partial support given specifically in academic areas. In middle and high school the emphasis shifts to direct academic support and development of strategies to cope with specific learning disabilities. Additionally if the student has a specific developmental delay in language or motor skills, he/she will be served by specialized therapists in the area of weakness.

In the middle and high school the learning center class is one of the exploratory subjects the students can choose from. Students receive credits towards their high-school or bachillerato diploma as with any other subject and classes take place during school hours. Based on the student's specific needs, the learning center professionals develop an Individual Educational Plan (IEP) which includes their short and long term goals and special classroom recommendations. While the student is in the primary and elementary school emphasis is placed on interventions designed to strengthen specific functions or remediate weak areas, with partial support given specifically in academic areas. In middle and high school the emphasis shifts to direct academic support and development of strategies to cope with specific learning disabilities.

Additionally if the student has a specific developmental delay in language or motor skills, he/she will be served by specialized therapists in the area of weakness.

The Inclusion Program is a group of psychologists and learning specialists who help students diagnosed with severe learning disabilities function in the least restrictive environment. Their job is to think, design and develop alternative teaching strategies suitable to a diverse population of students in order to help them achieve their potential. The support provided can be full or part time depending on the subject and the difficulties the student experiences. Depending on the child's needs, their job is to become their social translators, clarifiers, accommodators, facilitators, material providers and emotional regulators. They do not attempt to "cure" the learning disabilities the students present.

Certified occupational therapists provide therapy to develop sensory motor integration, functional motor output and adequate perceptual responses of students who present immaturity and deficits in these skills. Occupational therapy is provided as a pull-out program during school hours. Specially designed exercises and activities are implemented to help students improve sensory motor integration, fine and gross motor skills, and perception. Students are referred for occupational therapy when they present deficiencies in their attention span, following several instructions at the same time, maintaining an adequate posture, gross and fine motor skills, visual perception, and visual motor integration. Difficulties in any of these areas might be the cause of poor academic achievement. Occupational therapy evaluates the abilities and weaknesses of the student and provides treatment in order to mature the underlying causes of these difficulties. Processing sensory information adequately and producing the right motor and perceptual responses are fundamental skills. They need to become automatic in order to facilitate higher order cognition required for academic achievement. Students with learning disabilities need training of specific skills as well as remediation of weak foundations. If these skills do not reach adequate maturational levels it will be reflected in poor development of learning abilities. During occupational therapy sessions students practice exercises that improve sensory processing, and develop better muscular strength, coordination, and balance. They also learn visual-motor abilities that promote visual perception and

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

handwriting. In the end, an overall improvement will be reflected in their self-esteem, academic and social performance.

Great Kids Corner is the latest innovation the Learning Center has to provide sensory modulation for our students. When sensory input is not integrated or organized appropriately in the brain, children experience the world differently. They are not always getting an accurate, picture/sensation of the relationships between their bodies and the environment, and this “misperception” produces various degrees of difficulties in: neurodevelopment, information processing, and behavior. Children must be able to perceive, interpret and process information accurately so that they can behave accordingly to each daily situation and read the environment properly. The purpose of this program is to modulate the child’s sensory profile in order to acquire adequate social behaviors and accurate interpretations of environmental cues, using interconnectivity of visual, auditory and somatosensory stimuli. This corner is being used by some students to enhance their learning and promote adequate social interactions.

Our objectives are: to identify children’s sensory profile, to decrease or develop tolerance to stimuli (visual, auditory, tactile), to increase their attention and memory span, to develop the child’s capacity to plan their movements and behaviors (motor planning), to achieve sensory balance in our students. They are using the DIR/Floortime scale to determine the child’s sensory profile. They also close each session evaluating the child’s reactions to stimuli. Every two weeks they assess their attention and memory span using different assessment protocols. To check if the students are transferring the stimulation to their learning environment, monthly they meet with the homeroom teachers and the intervention team. Every trimester they will reevaluate each child’s goals using the DIR/Floortime scale in order to assess if the intervention has been successful. This room is one of a kind in educational institutions and they are very privileged to have it here at CNG.

Spanish Support Services: The staff is made up of special education teachers and psychologists who offer remediation and intervention programs in Spanish to students with learning disabilities. SSP support is provided as a pull-out program during school hours. Intensive and explicit instruction is tailored to the educational needs of the students following an IEP. This support is provided in small groups and one-to-one settings. They do not cure learning disabilities. They help students become lifelong learners by acknowledging their strengths and learning styles so that they can compensate their weaknesses. The Spanish Support Service (SSS) serves children in the primary and elementary schools. The purpose of this program is to help native Spanish speaking children who have difficulties learning how to read and write in their mother tongue, or who need more time in this process. Once the child decodes in his/her own language, it is easier to make the transition into the second one. Other students who benefit from SSS are those who present learning disabilities and require individual support on a pull-out basis.

Fast ForWord: A learning acceleration program based on over 30 years of neuroscience research, designed for education institutions. The Program develops the cognitive skills that enhance learning. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. For your English language learners, the Fast ForWord program builds strong cognitive academic language and literacy skills, including the essential skill for reading for meaning. Participants work on the Fast ForWord program 5 days a week for approximately 8-12 weeks.

SL Reading Assistant: Scientific Learning Reading Assistant Expanded Edition acts as a patient, non-judgmental listener, which provides support to all students as they improve their English oral reading skills, essential for English language proficiency. Reading Assistant software combines advanced speech verification technology with scientifically-based interventions to help students strengthen their reading fluency, vocabulary and comprehension. Students listen to a model fluent reading of the passage, preview vocabulary, and read the passage orally. After reading, students review problematic words they did not understand and playback their

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

reading. Reading Assistant is for students who have attained basic word recognition and decoding skills and are now building vocabulary, fluency and comprehension. This includes students as young as preschoolers, all the way up to adults.

Read to Succeed: The Read to Succeed Team is made up of learning center specialists, teachers and shadows committed to increase the literacy levels of the students. They help struggling readers and writers reduce the achievement gap and develop a joy of reading. Read to Succeed is offered before or after school, in addition to the regular Language Arts class. They intervene by combining best teaching practices in literacy, instruction and developing a motivating and challenging environment. They don't remediate moderate to severe learning difficulties related to literacy. Read to Succeed is a second chance for struggling readers. This program is offered in addition to the regular language arts class four times per week. The theoretical background is based on brain research, best teaching practices and the recommendations of the scholars in the field. Guided reading, PWIM (Picture Word Inductive Model) and mini-lessons are the instructional strategies implemented. Students move in and out of the program in an average time of 20 weeks. The decision of when a student is ready to exit the program is based on triangulation of data: formative assessment, performance based assessments, and teacher's judgment. Criteria for referral is primarily based on the teacher's impression that a student is performing below grade level expectations in reading and writing, supported when possible, with assessment data. Besides teaching students how to become good readers and writers, Read to Succeed develops thinking and collaborative skills. Read to Succeed can be offered to multilevel students and across grade levels.

The English School (2015)

PK-11

1,700

<http://www.englishschool.edu.co> The School offers learning support, emotional support, and an educational psychologist. The School does not offer inclusion.

Gimnasio Moderno (2015)

PK-12

1,008

<http://www.gimnasiomoderno.edu.co/> Their program is called "Aula Alterna", and it is used to help make admissions, and in the monitoring and accompaniments for students with special learning needs. The program assesses each case and determines the relevance of external intervention and the need to support one-to-one and within the group. The program serves learning disabilities, cognitive disabilities, physical disabilities, emotional problems, low sight, speech difficulties and autistic spectrum disorders. The program refers students to external specialist for diagnosis and therapeutic monitoring. The program is coordinated by a teacher with a M.D. in Education and who is trained in different areas of the issue. The admissions process consists in interviews with parents, observations of the applicant in their environment and at school, diagnostics and documentation review, and finally a discussion and decision in the Institutional Admissions Committee.

Knightsbridge Schools International (2015)

K-12

277

www.ksi-bogota.com The School has a number of students who require differentiation and modifications in the instruction. They are all mainstreamed in the regular classroom. The psychologist shares with the teachers a summary with recommendations provided after testing to be used in the classroom (use of technology, extra time, small assignments, etc.). The School has a great connection with the Learning Center located in Bogotá. They refer students to them and they work closely with the Learning Center's psychologists, their own school based psychologist, the family and teachers to serve students with special needs. Their students with special needs are helped with differentiation as well as the RTI model. They have an MDT (multi-disciplinary committee) that meets weekly to discuss IEP's and what intervention is taking place in the classroom. They review all accommodations and or modifications being made in the classroom and make suggestions to teachers and report to parents the findings every three weeks. At Knightsbridge Schools failing a grade is not an option unless they see that a child needs more time in the emotional aspects of his/her life because of immaturity. They provide their students with opportunity days so that students can stay with their teachers and get additional support in the different areas after school. This helps cut back on tutoring and helps them intervene in areas of weakness for their students. These opportunity days do not have an additional cost to parents.

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

Montessori British School (2015)

N-12

990

www.mbs.edu.co The School has special reinforcement classes for students that have academic needs. They also have a psychology department destined to work with emotional problems and provide help to parents.

GIFTED AND TALENTED

Colegio Gran Bretaña (2015)

PK-12

508

<http://www.cgb.edu.co/> CGB's Gifted and Talented Program is currently under review to assess and decide on the best and most effective way to identify this particular population of students. The gifted and talented coordinator provides services through a co-teaching model in Y3-Y6, participating in the planning of lessons and providing extended learning opportunities during class time. CGB's gifted and talented students actively participate in the Johns Hopkins University Center for Talented Youth Search during which a selected group of students sit a series of exams and those with qualifying scores are offered the opportunity to either attend summer programs in the U.S., sponsored by JHU, or enroll in on-line study courses, developed and conducted by professors at Johns Hopkins University.

COLOMBIA, Cartagena

SPECIAL EDUCATION

Colegio Jorge Washington (2015)

N-12

763

www.cojowa.edu.co COJOWA's Learning Center team supports students with special learning needs through a multi-tiered approach. Professionally trained staff, psychologists, and reading specialists accommodate and modify the general curriculum to provide required remedial instruction and support individual student needs. Assistance is provided to eligible students through an inclusion model within the child's classroom or via a pull-out model for direct individual intervention.

Philosophy:

- Create a positive learning environment for students who lack the skills needed to meet academic standards.
- Intervene in the development of strategies for adequate skills and habits in the learning process.
- Develop positive self-esteem that allows students to confront their learning difficulties.
- A child with learning disability gains self-confidence to be able to work independently.

Common Characteristics:

- Poor attention span.
- Poor reading & writing skills, omits letters and words, constant reversals, poor spacing, cannot put ideas together.
- General low language ability and verbal expression.
- Poor motor skills and/or concepts.
- Behaves erratically: one day works well, the following day cannot.
- Poor math skills and/or concepts.

Corporación Educativa Colegio Británico de Cartagena (2015)

PK-12

700

<http://www.colbritanico.edu.co/> The School offers educational programs to support students with poor academic performance, as well as monitoring mechanisms, and inter- institutional support activities.

They work with children with difficulties (as they are related below) that are supported by the guidance of the psychologist and by other people that provide external help to them. Also the educational process is meant to help students with deficiencies in the acquisition of a second language, English or Spanish, and work is done within the regular classroom or offered as a classroom support.

The CBC does a special leveling process for elementary students that come from "Calendar A", without enough English notions. The school organizes a group of approximately 10 children, in order to make a language immersion in the instruction and ensure their academic success.

COLOMBIA, Cartagena (cont'd)

SPECIAL EDUCATION (cont'd)

The main difficulties that they find in children that go to the Learning Centre are:

1. Espasmofemia (stuttering): Lack of fluency in expressing their ideas; dyslalias such as the tendency to substitute phonemes due to the difficulty in pronouncing and environmental dyslalias which is the tendency to substitute phonemes because they constantly hear in their household a mispronunciation. To assess these children, written evaluation and additional varied work and manual labor is applied. More time for the development of certain evidence is provided.
2. Children with deficits in reading comprehension: Characteristics of this deficit: difficulty decoding graphemes and words in general, very slow reading, with a very narrow conceptual range, confused and skipped letters, syllables or words, reversed words, no punctuation respect, etc.

For these cases the evaluation is organized under the following criteria:

- Explain verbally what is asked when writing.
 - Use short questions, precise and repetitive linguistic clauses.
 - Make clear questions to the child.
 - Give previous examples.
 - Read tests aloud before students begin to do them.
3. Children with deficits in written expressions: Characteristics of this area: Unreadable or defective legibility, tendency to contaminate words, poor performance when doing some graphemes, omission of letters or syllables in words, phoneme confusion, etc. Usually misspellings added.

In these cases the evaluation considers:

- Oral Evaluations
 - No lower score because of letters missing or spelling.
4. Children with deficit in calculation:

They distinguish two types of difficulties in the calculation area.

- a) Difficulties in reading and writing numbers, especially in the serialization of these.
- b) Difficulties to perform operations and solve word problems.

In these cases the evaluations considers:

- Giving instructions with examples.
- Assessing the development of the problem from the exact result.
- Using various items.
- Giving the opportunity to overcome grades through guides or accompanying exercises.
- Giving more time to think and analyze.
- Giving feedback in test correction.

Purpose of the differentiated assessments:

- To grant the child the opportunity to demonstrate through different routes, roads and processes what he/she has learned.
- To increase positive self-esteem and motivation of students by school learning.
- To promote personal confidence, feelings of competence.
- To avoid dropping school failure.
- To show respect for individual differences and attention to diversity.

The Shadow: when the integration of the student in the classroom is more difficult because it requires a permanent individual attention from an adult, the concept of "shadow" is allowed and recommended. The "shadow" is a special teacher that is always (or when needed) next to the child, primarily to help the teacher to teach and to help students succeed academically and socially. It is an extension of the teacher, providing care to those who need a particular attention. Shadow supports the student to be on task, to enhance social and academic experience. Effective shadow will make it fun to socialize with other students, naturally, without creating jealousy and it can strengthen teacher's directions.

CONGO, DEMOCRATIC REPUBLIC OF THE, Kinshasa

SPECIAL EDUCATION

The American School of Kinshasa (2015)

K-12

298

<http://www.tasok.net/> The School does accept some students with very mild learning disabilities, but TASOK does not have a special needs teacher or department. The School does offer ESL support.

COSTA RICA, San Jose

SPECIAL EDUCATION

Post Comments –School Contact Information (2015)

AIS offers a learning support program that can serve children with mild/moderate learning disabilities. *The Lincoln School* offers a limited special needs program for children with mild learning disabilities. *Country Day School* offers a limited special needs program for children with mild learning disabilities. *The Lighthouse International School* limited accommodations for mild special needs are offered. *Academy for SEAS* offers specialized services including speech and language, dyslexia, assistance in reading/writing, occupational therapy for fine and gross motor skills development, autism and Aspergers support, as well as a wide range of learning disabilities and developmental delays. After school activities include karate, yoga, cooking, and special tutoring or therapy. SEAS follows a U.S. school calendar.

American International School of Costa Rica (2015)

PS-12

257

www.aiscr.org The Learning Support Program at AIS provides support and instruction to students with special needs. Level of services can range from mild to moderate with students receiving support during 6% to 43% of their weekly class time. The structure of the support can be pull-out for remediation, support in the general education classroom, or direct instruction in a deficient area of study. The students are identified with mild to moderate learning disabilities, for example: dyslexia, attention deficient disorder, or mild cognitive deficiencies in specific areas such as working memory or comprehension. Other areas of specialization such as speech therapy or occupational therapy are not provided by staff members but recommendations and providing a place for therapy at school are available. Testing and diagnosis are made by an accredited psychologist or psychiatrist outside the school using cognitive testing and educational evaluations. Parents are free to choose a specialist or use a list of specialists who have worked with AIS students in the past. The LSP staff is certified in special education or psychology with varying degrees of certification is more specific areas such as Barton Reading Program and Language Therapy.

Country Day School (2015)

PK-12

875

www.cds.ed.cr CDS has accommodations for students with mild learning disabilities; they are handled within the regular classroom. Children needing the resource room are pulled out according their individual educational program (IEP) in grades 1-5 and other accommodations are made.

Lincoln School (2015)

PK-12

1,315

www.lincoln.ed.cr There is access for the physically handicapped. The School has staff trained to administer psychological tests and diagnose specific learning disabilities.

Marian Baker School (2015)

K-12

198

www.mbs.ed.cr The Student Support Program provides assistance to students with specific and diagnosed learning needs. It provides students with strategies and techniques needed to succeed in the regular classroom. Through this program, the School offers support to families concerned with the academic performance of their children.

The Student Support Program perceives each student as an individual with unique learning and academic needs. Teachers provide their students with the environment that fits the individual learning needs to guarantee success. This environment will encourage the students develop their self-esteem, curiosity, and self-awareness. This program is also designed to assist teachers to maximize their time and effectiveness in the classroom by providing them with the necessary information and training to deal with the specific learning needs of their students. Parents are an integral part of the Student Support Program.

COSTA RICA, San Jose (cont'd)

GIFTED AND TALENTED

American International School (2015)

PS-12

257

<http://www.aiscr.org/> The School offers an enrichment program. Initially, students must meet the following criteria in order to be eligible for the enrichment program:

- Have a minimum average grade of 93 (E) in language arts, math, and science for the last academic year.
- MAP scores need to be on the 80th percentile or above on at least 2 subject areas (language is divided into 2 areas: reading and language usage).
- Have a score of 110 or above on the Woodcock Johnson Cognitive Test.
- Have been enrolled at AIS for at least one semester.
- Does not require any special or significant accommodations.
- Have a positive attitude towards the learning process.

Students that meet all criteria are invited to participate in the enrichment program. Participation is not mandatory, but parental notification and consent are required.

Lincoln School (2015)

PK-12

1,315

www.lincoln.ed.cr The School has gifted and talented programs available: math enrichment (grades 1-5) and LRC, ESL, SSL. The admission procedure is based on the following requirements: teacher recommendation, academic performance (math–science), Stanford Test results/end of year test, Tomas Achievement Test, math enrichment. Programs are focused on certain adjustment to regular curriculum, creativity, higher thinking, higher order thinking. Depending on the program, this is how often students are involved in it: math enrichment and students in grades 3-5 participate in a daily program. Drama, music, computer, art, math, Suzuki Violin Program: once a week, for one period (40 minutes).

CROATIA, Zagreb

SPECIAL EDUCATION

Post Comments – Information on Additional Schools (2015)

The French and German Schools share the same facility, the Eurocampus, in the northern part of the city but are actually two different schools with distinct administrative and teaching staff. *École Française de Zagreb*: Students with special needs are accepted on a case-by-case basis, but there are no dedicated/trained instructors. Their facilities are not handicap accessible. *Deutsche Internationale Schule in Zagreb*: Students with special needs are accepted on a case-by-case basis, but neither the French nor German school has special education dedicated or trained instructors. Their facilities are not handicap accessible.

American International School of Zagreb (2015)

PK-12

240

<http://www.aisz.hr/> The School has programs for children with mild learning disabilities in elementary, middle and high school grades. There is no trained staff at the school that could administer psychological tests or diagnose specific learning disabilities. The teachers and administrators received training on how to work with gifted/talented children, learning disabled and dyslexia. AISZ differentiates the curriculum assessment and instructions for students identified as gifted or with learning disabilities. The school has 1.5 learning resource teachers on staff to provide support for students with mild learning disabilities and reading recovery.

CUBA, Havana

SPECIAL EDUCATION

Centro Educativo Español (2015)

PK-12

277

<http://www.ceehabana.com/> The School has a Counseling Department that provides services for special needs students in total coordination with the School direction. Students are mostly integrated in the classrooms according to their ages, but they are mostly pulled out for up to 20%, although there can be variations according to needs. The School also has integrative teachers for students who need to be accompanied in the classroom during school hours. Needs that can be serviced: learning disabled, mentally handicapped, multiply handicapped, speech impaired, and emotionally disturbed.

CUBA, Havana (cont'd)

SPECIAL EDUCATION (cont'd)

École Française de la Havane (2014)

PK-12

195

<http://www.ecolehavane.org/> The School can handle mild learning disabled and mentally handicapped students and is wheelchair accessible only at the elementary grade levels. The middle school and high school campuses are not accessible.

International School of Havana (2015)

PK-12

400

www.ishavana.org The Learning Support Program provides support to students who have been identified with learning disabilities, learning disorders or those who are low achievers. The students enrolled in the Learning Support Program are provided with an I.E.P. (Individual Educational Plan) that defines the learning program and teaching strategies that best suit the student's needs. The I.E.P. also provides accommodations and modifications with the aim of helping the student reach his/her full potential. Students with an Individual Educational Plan (I.E.P.) may be supported through:

- A modified program
- Modified outcomes in a specific subject
- Curriculum support sessions
- Learning skill development sessions
- In class accommodations
- Examination accommodations

Modified Program: Students that are not able to cope with the grade/age appropriate curriculum are provided an I.E.P. with curriculum modifications specified. The options for modifications include, but are not limited to:

- A differentiated academic program, delivered in the learning support classroom, with accommodated outcomes different from the mainstream curriculum. These outcomes are selected according to the student's level and aim to cover the basic skills and knowledge the student has not yet developed.
- A specific subject deletion.
- Academic program modified towards the development of functional life skills.

Modified outcomes: When a student has difficulty with meeting the expectations in a specific subject or skill, the grade level and subject outcomes are modified to his/her present level of performance while he/she receives parallel individual instruction for skills development.

Curriculum Support: This support consists of one-on-one or small group sessions aimed to teach or reinforce the knowledge and academic skills required for the student to reach their full potential in a mainstream subject. The subject teacher and the learning support teacher concur on the content that should be reinforced, decide the pace of the instruction and share the planning on regular basis.

Learning Skills Development Sessions: Students attend the Learning Support class to work either individually or in small group sessions on developing:

- Cognitive skills
- Sensory integration skills
- Fine or gross motor skills
- Organizational skills

In class accommodations: Students are provided with in class accommodations determined by their individual needs to support differentiated instruction within the mainstream. This may include modified teaching strategies, additional teaching aids and facilities.

Examination accommodations and modifications: Students may be provided with different examination accommodations for both internal examinations and external examinations. Internal examination modifications may include:

CUBA, Havana (cont'd)

SPECIAL EDUCATION (cont'd)

- Examination format modification
- Content modifications
- Instructions clarified or translated
- Use of dictionary
- Oral examinations
- Extended time
- Examination reader
- Examination prompter
- Sitting for examinations in a separate room

External examination modifications are determined by C.I.E (Cambridge International Examinations (grades 6-10)) or the I.B.O. (grades 11 and 12) policies and procedures. The school is required to request approval from these organizations to provide accommodations for specific cases. The external authority, not the school, decides upon the accommodations that may be offered to each individual. Implementation is therefore, conditional upon the approval from the external authority to provide modifications.

Support levels offered by the Learning Support Program: Mild or moderate support and intensive support

Support types offered by the Learning Support Program: Consultation with a Student Support specialist, monitoring student performance, literacy and mathematic support, strategies/skills development classes, and in class accommodations.

Mild or Moderate support: Specialized small group or one-on-one instruction, specifically designed courses in core literacy and mathematics (secondary school only), curricular modifications – when required, curriculum support for mainstream subjects

- In class and examinations formal accommodations
- Study and organizational skills
- Intensive support
- Individualized supervision and the assistance of a special educator
- Individually designed inclusion opportunities
- Functional life skills
- Dolphin/animal therapy
- Yoga for the special child sessions

Speech Language Therapy and Sensory Integration Therapy can be recommended in any level of programming.

The help of specialists, who are not members of the school staff, can be accommodated during school hours and on the premises (depending on class room availability) but must be contracted by the family directly with the practitioner.

CURAÇAO, Curaçao

SPECIAL EDUCATION

International School of Curaçao (2015)

PK-12

416

www.isc.cw Please see the School's website at: <http://www.isc.cw/support-programs/> for detailed description of their Learning Resource Program and all other student services offered. Student Services at ISC offer support for the physical, social, emotional, behavioral and academic success of all our students. The purpose of the Student Services Department is to provide quality support, services and instruction to all students in order to prepare them for their future. These services include: learning resource, ESL, reading, health center, school psychologist. The Learning Center offers programs for students with learning disabilities, reading difficulties, highly able students, and students learning English as a second language (ESL). In the Health Center a Registered Nurse takes care of our students' physical well-being and supports our health curriculum. In addition to counseling students with special academic, personal or social needs, our high school guidance counselor

CURAÇAO, Curaçao (cont'd)
SPECIAL EDUCATION (cont'd)

also offers career counseling and coordinates the College Placement Program. The School Psychologist works together with teachers, parents, and outside agencies to create a positive and supportive learning environment and strengthen the connections between home, school, and the community for all students. In order to obtain services from the Learning Center, students will be recommended by teachers, administrators, or parents following the established procedures and referrals. ESL services are required for all students whose home language is not English or who are studying in English for the first time. Any questions regarding Student Services should be directed to Monique da Costa Gomez, Director of Admissions and Student Services.

CYPRUS, Nicosia
SPECIAL EDUCATION

Post Comments (2015)

None of the schools adequately handle severe learning disabilities. For more information concerning special needs, please contact the schools directly or the Office of Overseas Schools.

The American International School in Cyprus (2015)

PK-12

267

www.aisc.ac.cy AISC enrolls students with mild emotional and academic difficulties and exceptionalities as well as mild speech, visual and orthopedic impairments. Students with mild (mainstream/or pull-out for up to 20% of the day) learning disabilities and IEPs can be supported for by qualified personnel. AISC modifies the curriculum up to Grade 8, and provides accommodations K-12. AISC does not enroll students who need significant modifications in the high school. In 2013-2014, 4.8% of the K-12 student population had individualized educational plans and were receiving direct support services for learning difficulties or disabilities, and 12% of the K-12 students were English Language Learners and were receiving English as an additional language support and direct services to advance their English proficiency levels. In addition, the school partners with outside professionals in the local community to support student needs.

The primary goal of the Learning Support Services Department is to provide additional assistance to students who are in need of academic support. This may include support for students with mild learning disabilities, as well as support for students whose native language is not English. The Learning Support Services Department also monitors student progress and ensures that qualifying students receive the necessary accommodations/modifications in their classroom settings. This often involves regular communication and on-going collaboration with subject and classroom teachers.

- ✓ **Procedures & Assessment Tools:** All support services are individualized to fit the needs of each student. In order to determine whether support services are appropriate for a particular student, each candidate student must undergo a variety of diagnostic assessments.
- ✓ **ELL:** For ELL students, the in-house assessment tool used at AISC is the LAS Links Test. Student scores, along with parent and teacher input, are used to determine whether a student might benefit from ELL support services. During the school year, assessments are ongoing to ensure services are adjusted appropriately for student growth and success.
- ✓ **Learning Disability:** For candidate LD students, the Woodcock Johnson Achievement Test III and the Diagnostic Reading Assessment are used as screening tools. The results of these assessments, along with parent and teacher input, are then used to determine whether a student would benefit from a formal psycho-educational evaluation, administered outside of the school. Formal documentation, typically in the form of a psycho-educational evaluation, is a requirement for any student receiving services based on a diagnosed learning disability. This documentation is necessary to justify any modifications/accommodations provided to the student, as well as to inform the development of an Individual Education Plan for the student. It must be noted that even in the presence of a learning disability, all students must be able to function academically in the regular education classroom.
- ✓ **Types of Services:** The School recognizes that the needs of each student are different. As a result, AISC offers several different formats in which support services can be delivered. These services include inclusion, resource and sheltered settings. Below is a brief description of each setting offered.

CYPRUS, Nicosia (cont'd)

SPECIAL EDUCATION (cont'd)

- **Inclusion:** The student is joined by a support services teacher within a mainstream classroom (e.g. English, math) and support is provided within that classroom setting. Although the support services teacher may occasionally pull the student out to re-teach or review concepts, the majority of support is provided within the classroom.
- **Resource Room:** The student attends a one-to-one or small group support session in a separate classroom. During this time, students may receive instruction developed by the support services teacher. Alternatively, students may also receive subject-specific support in areas where the student is experiencing weakness.
- **Sheltered Instruction:** This setting is reserved for middle school ELL students who are not yet ready to join the mainstream English classroom. These students attend a Sheltered ELL class in place of the regular English class. The instruction is intensive and is intended to bring English proficiency levels up to a level where students can join their peers in the mainstream English classroom.

Highgate Private School (2015)

N-13

222

www.highgateschool.ac.cy The School has a learning support unit for children with different learning or emotional needs. A team of highly motivated and qualified staff are working within the learning support unit to support all children, celebrate differences and diversity.

The Junior School (2015)

PK-7

712

www.thejuniorschool.com The School's services for special needs would be considered mild. With their new building they have facilities for the physically handicapped (lift and bathroom facilities, plus ramps). In terms of educational special needs, they use differentiation within the class widely. In addition, they have a small support unit who withdraws children who are having difficulty in assessing the curriculum and give them support in numeracy or literacy (or both) in small groups or one-to-one.

In cases where students join us with little or no English, they request parents to assist financially with withdrawing the student for approximately 20% of the day to provide intensive one-to-one language support. This may also be the case where students are native English speakers but have gaps in their learning that prevented them from fully accessing the curriculum.

The School does not have trained educational psychologists in school, but works closely with trained educational psychologists and refers students to them when needed. This also goes for speech therapists and other professionals.

The Senior School (2015)

7-13

340

www.theseniorschool.com The School has an inclusion manager who organizes the provision for special needs students. Students with ADHD or specific learning difficulties are supported in class through differentiated materials or are occasionally withdrawn for one-to-one support lessons.

GIFTED AND TALENTED

Highgate Private School (2015)

N-13

222

www.highgateschool.ac.cy The School's accelerated program takes place out of class as a personalized or group activity.

The Junior School (2015)

PK-7

712

www.thejuniorschool.com They use differentiation with the class in order to extend and challenge. They also sit students towards the end of the primary phase in literacy and numeracy. In Year 6 of primary our students sit externally set and marked assessments and our results are exceptionally good; much higher than the results recorded for the average student in the U.K.

CZECH REPUBLIC, Prague

SPECIAL EDUCATION

International School of Prague (2015)

PK-12

846

www.isp.cz ISP has one learning support teacher and one teaching assistant per section, as well as a school psychologist (elementary school counselor). The School policy is that ISP can accommodate mild learning disabled students through the mainstream where appropriate although pull-out may also occur on a case-by-case basis.

Park Lane International School (2014)

N-YR8

252

<http://www.parklane-is.com/> Pupils with specific learning difficulties are catered to in accordance with their Individual Educational Plans. Teaching and learning are suitably differentiated across the spectrum. Learning needs are met within the whole class/group context with some individual support lessons where necessary. They do not have an onsite educational psychologist but do have a fully qualified speech therapist. The layout of their school makes it difficult (if not impossible) for them to cater to children with physical impairments.

GIFTED AND TALENTED

Park Lane International School (2014)

PK-8

252

The School has an established scholarship scheme for gifted students entering Year 7 (the beginning of the secondary school). Applications for the scholarship scheme must be received by the end of March. Selection tests and interviews are generally held in early April.

DENMARK, Copenhagen

SPECIAL EDUCATION

Post Comments (2015)

Copenhagen International School: there is very limited support available for students with Individual Education Plans (IEP). If your child has one, it is best to contact the school PRIOR to accepting a position at post to ensure that the school can meet your child's needs.

Copenhagen International School (2015)

PK-12

886

<http://www.cis.dk/page.cfm?p=308> See website for details. The School support programming consists of the following options: learning support, English language support, occupational/speech therapy (fee for service), school counseling, learning assistance program, and school psychology (combination of in-house and outsourced support/assessment).

DOMINICAN REPUBLIC, Santo Domingo

SPECIAL EDUCATION

American School of Santo Domingo (2015)

N-12

223

<http://www.assd.edu.do/> The school provides: shadow teachers (paraprofessional); testing accommodations; case management; referrals for academics; psycho-educational, psycho-social testing; SSL; and ESL.

Ashton School (2015)

PK-12

404

<http://tas.edu.do/ashtonweb/> The Ashton School can be categorized as having a moderate program. They offer differentiated instruction and accommodations for all students within the classroom (mainstream). There are several highly trained specialists in the areas of reading and math for added student support and pull-out in the lower grades (elementary). Differentiated instruction and classroom accommodations continue throughout middle school and high school, without a pull-out program. They serve the learning disabled, speech impaired and mild emotionally disturbed students. Teachers, counselors and school psychologists meet three times a year for formal discussions and the making of action plans. Needs range from tutoring or remedial services, accommodations during exams, medication follow up, and pull-out programs. In order to keep objectivity, the School refers to external evaluations with a list of specialists if the student requires it.

DOMINICAN REPUBLIC, Santo Domingo (cont'd)

SPECIAL EDUCATION (cont'd)

Carol Morgan School (2015)

PK-12

1,100

www.cms.edu.do The School has an Optimal Learning Center which helps support students with a variety of special needs from mild learning difficulties to ESL. They offer some assessments of ESL locally but require outside evaluations in most cases. There are special needs teachers available in the School to help students with accommodations. There is an additional fee for these services.

The Community for Learning (2015)

PK-12

398

www.tcfl.edu.do Part of TCFL's mission is to focus on the individual needs of each student. As an institution they do not believe in tracking or in labeling special needs students on either end of the spectrum. TCFL does not have the resources to provide for any needs beyond mild learning disabilities; as a fairly small school, TCFL does not have special needs teachers or a specific program designed for special needs students. Students with mild, diagnosed learning disabilities attend classes like any other TCFL student; however, parents must be willing to provide outside support if needed (counseling, special classes, etc.) TCFL accepts ADHD and ADD students but limits the number to two (2) per class.

MCSchool (2015)

PK-12

445

www.mcschool.edu.do The School counts on the Student Support Team (SST) to support students with special needs. This team includes two psychologists, a guidance counselor, an academic interventionist and a special education teacher. Professionals on the SST are trained to perform initial screenings and provide services for students in need. When necessary students are referred to outside specialist available in the community to diagnose and recommend steps to be taken at school. The Academic Intervention Program provides assistance to elementary students who present mild learning disabilities or processing and applying skills and information. The program concentrates on attending students with attention deficit disorders, handwriting, dyslexia, reading speed, fluency, reading comprehension, and limited vocabulary among others. Students are pulled out a minimum of three periods a week to work in groups or receive individualized attention in areas of need.

The Special Education Program provides assistance for middle school and high school students who present mild-learning disabilities. Eligibility for the special education program is based on data collected from multiple sources including but not limited to student evaluations, test scores, teacher and counselor input. These students are serviced using both push-in and pull-out models. The frequency, duration and mode of services are dependent on the needs of the student.

My Little Preschool (2015)

PK-K

203

http://www.mylittleschool.edu.do/en/about_us.html The School has specialists in the community who work and support their students with all types of needs, such as psychologists, speech therapists, motor skills specialists, behavior specialists, social and occupational therapists. The School works along with the specialists and the families to support their students and guide them whenever necessary.

St. George School (2015)

N-12

662

<http://www.stgeorge.edu.do/> Learning disabled students are required to have a formal diagnosis from an external specialist. After they are diagnosed, the School contemplates the accommodations it can provide for these cases according to each student's specific requirements. The School provides mild/mainstream/pull-out for up to 20% of the school day. The School does not have a high population of children with special needs. They do provide support to students who need moderate to severe help with ESL or SSL through the services provided by our Language Enhancement Program. They can provide some accommodations to students with learning disabilities, and those who have emotional issues and are being treated by a psychologist or a psychiatrist. If the case is too severe they would probably recommend another school setting. They have 3 psychologists on campus and an occupational therapist. They do not provide a formal diagnosis. They do primary intervention and if more is needed suggest a variety of specialists that can help in the matter. They have mainstream teachers who are also special needs teachers. If the teacher's schedule allows for it they will assign them to work with students who require help. There are special needs teachers available in the community.

DOMINICAN REPUBLIC, Santo Domingo (cont'd)

SPECIAL EDUCATION (cont'd)

They also have an occupational therapist in primary school who is in charge of organizing the needs of special case students and if necessary will work directly with them. Admissions procedures are the same for all students. However, if notified of a student's special needs before administering admission evaluations, these are taken into consideration.

GIFTED AND TALENTED

Ashton School (2015)

PK-12

404

<http://tas.edu.do/ashtonweb/> Students are referred to the student support team through a teacher or counselor. He or she is evaluated with the Measures of Academic Progress (MAP) exams and may be considered as a candidate for an advanced course through K12 Academy.

ECUADOR, Quito

SPECIAL EDUCATION

Academia Cotopaxi (2015)

PK-12

603

www.cotopaxi.k12.ec Learning Support at Academia Cotopaxi: Since their creation in 1959, students with mild to moderate special needs were welcomed into the School. Then in 2014, the Board and community made a long-term commitment to expanding their learning support services to provide for a managed number of students representing the full range of learning differences and language diversity. They are committed to a planned and carefully managed approach to including students with special learning needs. Over the next few years, AC will develop a comprehensive Learning Support Program with the appropriate staffing, curriculum, facilities, and instructional resources to address a spectrum of learning needs. They believe in developing both their capacity and their will to serve these students to the best of their ability.

The Learning Support Department has learning specialists, paraprofessionals, and guidance counselors who are qualified and experienced professionals in the field of learning disabilities, learning differences, and special education. Each of them is assigned to a specific division – early childhood (PK-grade 2), intermediate (grades 3-8) and high school (grades 9-12), where they work closely with the principal and the classroom teachers within that division. Their guidance counselors are certified mental health professionals with substantial experience in supporting students with emotional, behavioral and academic needs. They also have a school psychologist who is a well-established professional in their community, having worked at the School for over 20 years; she was trained in the United States, and is highly experienced in supporting a diverse population with a wide range of needs across all ages and grades. All of these qualified and skilled professionals provide an incredible resource to the community and are champions of the School's inclusive programming.

The Learning Support Department has had experience with students with the following challenges: specific learning disabilities such as dyslexia, dysgraphia, dyscalculia; speech and language processing difficulties, non-verbal, executive functioning disorders; attention deficits; developmental disorders or delays, pervasive developmental disorder, sensory integration disorder; autism spectrum disorder and Asperger's; cognitive, emotional and behavior challenges; physical and motor disabilities such as cerebral palsy, hearing loss, or visual impairments; as well as exceptionality in the area of gifted and talented education.

Coordination of Other Services: The School collaborates with external providers to offer targeted interventions, such as physical therapy, speech and language therapy, sensory integration therapy, and emotional therapy. These services are often fundamental within a balanced program for students with learning differences, and they will do what they can to coordinate an efficient and effective program for their students. The campus is wheelchair accessible in most areas.

ECUADOR, Quito (cont'd)

SPECIAL EDUCATION (cont'd)

Alliance Academy International (2015)

PK-12

600

www.alliance.k12.ec The Alliance Academy International administration and faculty are proponents that all children are unique creations of God to be treated with dignity, and are deserving of learning opportunities appropriate for their specific needs. It is the desire of the Alliance Academy International, through the Alliance Learning Center (ALC), to provide a program that will assist any eligible AAI student with an exceptionality to achieve his/her full potential as a distinctive individual. The Alliance Learning Center is the department at AAI that works with students, parents, and educators to create an appropriate learning environment for students with special needs. Based on their current population of students with exceptionalities, they follow an inclusion model for education. Under the inclusion model, students with special needs spend most or all of their time with their peers in the general classroom. Implementation of these practices varies. In order to best educate students and determine suitable placement for education, they review the student's current performance, evaluations, and other documentation to make appropriate decisions. All students who are able to profit from the general classroom instruction while given support from the ALC will be admitted to AAI as long as there are sufficient resources or services available, and they meet the other requirements for entrance into AAI.

AAI has several staff on hand to help with students with special needs. AAI employs staff to help support each student, appropriate to his/her specific needs. In addition, AAI's facilities are designed to accommodate students with special physical needs. AAI provides push-in classroom support for the children.

The following services can be supported:

- Emotionally disturbed – mild
- Hearing impaired – mild
- Learning disabled – mild, moderate
- Mentally handicapped – mild
- Multiply handicapped – mild
- Orthopedically impaired – mild
- Speech impaired – mild
- Visually handicapped - mild

The British School (2015)

N-YR13

302

www.britishschoolquito.edu.ec Mild hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped at all grade levels can be accommodated. Mild emotionally disturbed can be accommodated at the elementary grade level only. The school is partially handicap accessible. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Colegio Americano de Quito (2015)

N-12

2,345

www.fcaq.k12.ec The School has ESL and LD specialists, which work in both pull-out and push-in programs at a 20% level of services. Initial testing is done at the school but if further evaluations are needed, outside specialists are recommended. Their nursery program also has a speech therapist on staff. The School can accommodate students who are learning disabled, physically handicapped, hearing impaired and with mild emotional difficulties.

Students are tested, using the Measure of Academic Progress (MAP), in which we are able to match their reading levels with their lexile scores. Additionally, the middle and high school have a specialized writing center to work with students on a one-to-one basis.

Students are evaluated during the admissions process at all grade levels. This information is used by the classroom teacher and learning specialists to place students and initiate a referral process if necessary.

ECUADOR, Quito (cont'd)

SPECIAL EDUCATION (cont'd)

Mild emotionally disturbed, multiply handicapped, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. Moderate orthopedically impaired at elementary and middle school grade levels. The School can accommodate the deaf/blind at all grade levels. There is specialized resource staff who work both in the mainstreamed classroom and the resource room. The school is handicap accessible.

GIFTED EDUCATION

Alliance Academy International (2015) PK-12 600
www.alliance.k12.ec AAI supports gifted and talented children. Designed to fit each student's unique needs, AAI customizes a learning program to meet each child's unique gifts. This is completed through the AP program, enrichment program and adjustments of the regular curriculum to meet gifted students' needs.

Colegio Americano de Quito (2015) N-12 2,345
<http://www.fcaq.k12.ec> Students are provided with differentiated learning and accelerated learning programs within the regular classroom.

EGYPT, Cairo

SPECIAL EDUCATION

The American International School in Egypt (2015) PK-12 1,615
<http://www.aisegypt.com> AIS Egypt does not offer programs for students with special needs. The School does accept students with mild learning disabilities and has a staff of specialists to offer assistance in reading, language arts and math for grades PK-8.

Cairo American College (2015) PK-12 856
<http://www.cacegypt.org> The School offers program/services for children with mild-moderate learning disability and children with mild speech impairment. Enrollment of such students is very limited and it is essential that parents of LSS students apply early and provide full documentation so that admissions personnel can determine if there is a fit.

Maadi British International School (2015) PK-8 306
www.mbisegypt.com MBIS is a mainstream school with limited SEN provision. A SEN coordinator leads a small team of learning support assistants. Children with SEN are judged on an individual basis. Current SEN needs being met include:

- Cerebral palsy
- Autism
- Global delay
- Asperger syndrome
- Dyspraxia

An educational psychologist assesses children, as appropriate.

New Cairo British International School (2015) K-12 720
<http://www.ncbis.net/> NCBIS tries to be as inclusive as possible. Academic programs have to be accessible to the students, or they simply cannot accept them. They have the service of a SENCO in both primary and secondary school (special educational needs coordinator) and both ladies have a support team for mild learning disabilities including but not exclusively dyspraxia, dyslexia, mild downs syndrome and certain memory issues. Withdrawal takes place in English classes and there can be up to one-on-one support where deemed necessary. Their secondary SENCO can also diagnose learning disorders and make recommendations to exam boards for exam dispensation like lap top use, use of a scribe or reader, and extra time allowance. They will not accept a child needing more than mild pull out, but might have a learning assistant sitting in classes with a child for most of the day, to provide support and assistance, but not separately teach.

EL SALVADOR, San Salvador

SPECIAL EDUCATION

Academia Británica Cuscatleca (2015) PK-12 1,477

www.abc.edu.sv The School provides in class learning support for students with specific and diagnosed learning difficulties where they believe the School is able to provide appropriate support. They have a second language Spanish withdrawal program. Their classes are differentiated to provide appropriately challenging activities to all students including those with special talents.

Colegio Internacional de San Salvador (2014) PK-12 331

www.intschoolsansal.com Programs for children with special needs are limited. The School works with community resources to support the student and their family. In the past this support has included pull-out programs, tutors and “shadows”.

Escuela Americana (2015) PK-12 1,492

<http://www.amschool.edu.sv/> The Trojan Learning Center, TLC, offers a program designed to provide educational services to students with diagnosed learning disabilities, attention deficit disorders, and other struggling learners. TLC is a pull-out program where students receive individualized instruction in a small classroom setting for 100% of the time. The student teacher ratio is no more than 4:1 in the lower school and middle school, and 8:1 in the upper school. They do not serve students with an intellectual disability, multiply handicapped, speech and hearing impaired, orthopedically impaired, sight impaired, or with an emotional disability. Escuela Americana employs a doctoral level school psychologist with certification in the United States and El Salvador. TLC currently employs two qualified U.S. trained special needs educators and others who work under the direction of them. It is difficult finding qualified special education teachers in the community. However, there are a number of people who have private practices helping students with special needs.

ESTONIA, Tallinn

SPECIAL EDUCATION

International School of Estonia (2015) PK-12 147

<http://www.ise.edu.ee/> The School's special needs teacher provides services for students with mild learning needs. There are no school-based services for speech, physical or occupational therapies. They have experience working with families to tailor programs when the families can provide financial support for shadow assistants and other support services. The School is not fully handicap accessible for students with mobility limitations.

Tallinn European School (2015) PK-9 124

<http://www.est.edu.ee/> Special educational needs, as determined by Tallinn European School, are changes and adjustments needed in the ordinary study organization due to the pupil's high mental and physical abilities, learning and behavioral difficulties, health condition, physical disability or a long period away from studies. There are no general programs for children with special needs. The admission of a pupil with special educational needs and the selection of support methods offered by the school will be decided separately, deliberating the circumstances related to every respective pupil, the positions and wishes of the parents, the availability of the necessary support services and financial implications. In cooperation with parents, Tallinn European School, taking into consideration the school's resources, attempts to find the best solutions for integrating and supporting pupils with special educational needs. Different forms and levels of support are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated. Support is flexible and varies as the pupil develops and his/her needs.

GIFTED EDUCATION

International School of Estonia (2015) PK-12 147

<http://www.ise.edu.ee/> The School's special needs teacher provides services for gifted and talented students. Screening for gifted and talented students uses a four-pronged assessment and selection process.

ETHIOPIA, Addis Ababa

SPECIAL EDUCATION

Post Comments – Education in Addis Ababa (2015)

None of the schools at post have facilities for handicapped children. Facilities for learning disabled children are limited and parents should contact the school personally for more information.

International Community School of Addis Ababa (2015)

PK-12

849

<http://www.icsaddis.edu.et> Mild emotionally disturbed students can be accommodated at all grade levels. Mild to moderate speech impaired students can be accommodated. Mild to severe learning disabled students can be accommodated. The School has an occupational therapist on contract part-time that sees students who need OT services for an extra fee. The School is not accessible for the physically disabled. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

LionHeart Academy (2015)

PK-5

20-50

Sheryl@Lionheart-edu.com LionHeart works with local learning specialists to develop services that support mild to moderate medical and learning disabilities. They are best equipped to support children in the mainstream classroom with caregiver support. Contact the School to make sure they can support your child.

FIIJI, Suva

SPECIAL EDUCATION

Post Comments (2015)

International School Suva is willing to do in class adjustment for mild learning/emotional disabilities. No testing is available. Support given is a mixture of in/out of class learning support (individual/small-group). Facilities are extremely limited in Fiji and all staff used at the School are employed directly by the School. Parents are invited to meet with staff prior to enrollment to see how the needs of the child can best be met. An occupational therapist with experience in assessing educational visits the school up to four times a year to undertake a variety of assessments, although it is said that scheduling is sporadic. Any further testing and assessment tends to take place overseas. At the moment there is no set program for severely disabled or handicapped kids.

International School Suva (2015)

PK-12

600

www.international.school.fj There is an in-school special needs program. Students are highlighted by the classroom and subject teachers and are then further assessed by the teachers in the learning support departments. Support given is a mixture of in-class and individual and small-group withdrawal. Facilities for special education are limited in Fiji and all staff used at the school are employed directly by the school. Parents with children with special needs are invited to meet with staff prior to enrolment to see how the needs of the child can best be met. An occupational therapist with experience in assessing educational needs consults with the school via email. Any further testing and assessment tends to take place overseas.

Multiple Intelligence School (2015)

1-12

95

www.intelligencefiji.org The School has no 'special education needs' educators at MIS. Nevertheless, they are very open to the idea of children with special needs as part of a 'mainstream' solution. They have had children with special needs, be accompanied in the classroom by helpers (normally family members) for children displaying characteristics of: Down syndrome; autism spectrum; attention deficit disorder.

Their small class sizes and philosophy of the 'multiple intelligence' approach to education, means that special needs children with talents are catered for as 'part and parcel' of their normal program. Often children may find that they sit in the social year of their age group, work with a discipline from the previous year because they are 'behind' and work with the year ahead of them in yet another discipline.

FINLAND, Helsinki

SPECIAL EDUCATION

Espoo International School (2015)	7-9	206
www.espoo.fi/espoointernationalschool This is a Finnish public school, instruction is in English. There is a special education teacher available for mild learning disabilities only.		

International School of Helsinki (2015)	PK-12	334
www.ish.edu.hel.fi The School offers support for mild to moderate learning disabled at the elementary and middle school levels mixing regular class inclusion with pull-out time in the resource center. The School can accommodate mild speech impaired students at the middle school level. They have two full-time specialists for learning support in both the lower and upper schools.		

Komeetta School (2015)	1-6	310
http://www.espoo.fi/komeetankoulu This is a Finnish public school, instruction is in English. The School is able to accommodate some learning disabled students utilizing a three step support system: common, intensified, and special support.		

FRANCE, Bordeaux

SPECIAL EDUCATION

Bordeaux International School (2015)	PK-12	----
www.bordeaux-school.com While suited for children with minor learning disabilities, BIS is NOT equipped to handle students with severe learning or emotional disabilities.		

FRANCE, Paris

SPECIAL EDUCATION

Post Comments (2015)	----	----
Unlike public schools in the United States, private overseas schools do not need to meet the educational needs of every child who wants to attend. Therefore, it is your responsibility to select an appropriate school with staff members to address that need. Paris has limited programs for children with special needs. Despite being a large, Western European capital city, Paris is very much lacking in what it offers those with special needs. Potential bidders or newcomers assigned to Paris should contact ParisMED@state.gov regarding their specific needs and Regional Educational Officer Christine Brown at BrownCL2@state.gov .		

American School of Paris (2015)	K-12	800+
www.asparis.org ASP has support services from kindergarten through grade 12. Information on learning support services can be found at the following links: http://www.asparis.org/page.cfm?p=1862 .		

British School of Paris (2015)	PK-12	700
www.britishschool.fr The staff of the Learning Support Department is led by an educational psychologist and is experienced in working with children with a variety of special needs including Aspergers, dyslexia, dyspraxia ADD and social and emotional issues. Several of the staff hold qualifications from the Dyslexia Institute and all regularly attend professional training courses run by the Independent Schools Council to keep up with new research and current practice in the UK. The philosophy of the Department is to respect individual differences and cultures, to share knowledge, and then to work together to achieve high academic standards within the British School system. The learning support team work closely with pastoral and academic colleagues to ensure that a united, caring whole-school approach is maintained at all times. They acknowledge that it is the responsibility of everyone in the School to ensure that those with greatest differences are integrated, celebrated and catered for.		

They also have access to the SPRINT organization which is an English-speaking Anglo-American network of medical practitioners, psychiatrists, psychologists and therapists who are available for family or individual consultations if necessary.

FRANCE, Paris (cont'd)

SPECIAL EDUCATION (cont'd)

International School of Paris (2015)

PK-12

700

www.isparis.edu/ The School offers a holistic education, intended to educate the 'whole person'. Each student is offered a broad, balanced range of academic subjects supported by a strong personal and social education program, counseling services, and a learning support team. For more information on the learning support team and school counseling click the following link: <http://www.isparis.edu/page.cfm?p=496>. During the admission process, please contact the Admissions Office for questions relating to special educational needs.

Marymount International School (2015)

3-14yrs

www.marymount.fr/ The Resource Center provides learning support for students with mild to moderate learning difficulties. The Individual Learning Center (ILC) is for children whose needs cannot be met within the regular classroom.

SPRINT – Special Needs Resource Website (2015)

<http://www.sprintfrance.fr/> SPRINT (Sharing Professional Resources, Ideas and New Techniques) is a non-profit organization founded in Paris in 1986. It is a group of English-speaking and bilingual professionals who work with children of all ages with special needs. It offers the Anglophone community information and referral services. Within this group you may find: clinical psychologists, educational psychologists, family therapists, speech and language pathologists, learning disability specialists, special educators and tutors, psychomotor re-educators, occupational therapists, social workers, art therapists, music therapists, osteopaths, alternative therapists. SPRINT's aims are two-fold. It offers the Anglophone community information and referral services and presents specialists with an opportunity to network. SPRINT refers newly arrived and resident families to specialists within their group, individuals to English-speaking medical professionals in the Paris area and departing families to specialists abroad. SPRINT offers expertise in many aspects of special needs: developmental delay, autism, communication and learning problems, adjustment and behavioral difficulties, attention deficit disorder, individual counseling, remediation and tutoring. Finally, SPRINT helps inform parents about the programs offered in the various schools.

GAMBIA, THE, Banjul

SPECIAL EDUCATION

Banjul American Embassy School (2015)

K-8

70

www.baes.gm The current director has a Masters in special education. BAES can certainly handle students with mild to moderate special needs due to our small class sizes. The country of The Gambia does not have adequate personnel for speech impaired, hearing impaired or students who need physical or occupational training on a regular basis. The School is currently able to meet the needs of students with ADHD, and mild to moderate learning disabilities. Although the school is all on one level, ramps would have to be built for students with mobility issues.

Marina International School (2015)

PK-12

1,000

<http://www.marinaschool.edu.gm/> Marina School has special learning support teachers qualified to teach special needs children. The school policy provides for adequate attention for every child, especially those with special needs. And there is a mild 20% to moderate 20-50% daily pull-out, for special needs children depending on their condition. Children with conditions such as dyslexia and ADHD are part of the student body. Marina School can give referrals but have no staff on site trained to diagnose disabilities.

Trankil Academy (2014)

K-6

94

www.trankilacademy.westarts.com The School's program allows for special needs children to be catered for and Trankil boasts of being one of the very few schools in The Gambia that have teachers trained in this regard. Individualized instruction is essentially each child having a personal tutor. This allows every child to progress at his/her own pace at his/her own level. Special needs children, be they learning disabled or gifted and talented, are wholly mainstreamed. Upon admission, a needs assessment is conducted and a program of study is designed specifically to meet the needs of the child or overcome the disability.

GEORGIA, Tbilisi

SPECIAL EDUCATION

QSI International School of Tbilisi (2015)

PK-12

147

<http://www.qsi.org/georgia/grg/> Mild to severe learning disabled and mentally handicapped students at the elementary grade levels can be accommodated. The school is not accessible for the physically handicapped. The School has contracted staff who are trained to administer psychological tests and diagnose specific learning disabilities.

GERMANY, Berlin

SPECIAL EDUCATION

Berlin-Brandenburg International School (2014)

PK-12

713

www.bbbs.de With a broad range of language, learning, and counseling services, the Student Support Services (SSS) Department fosters an environment in which all BBIS students are able and motivated to learn at their full potential. In response to diverse student abilities, interests, attitudes, and goals, Student Support Services provides an inclusive educational environment for each and every student which addresses their individual academic, social, emotional, health and behavioral development and needs.

School Psychology: BBIS employs a school psychologist who is available for psycho-educational assessments and consultation. When parents or teachers have questions or concerns about a student's academic performance or classroom behavior, the school psychologist, with permission of the student's parent or guardian, provides evaluations and consultation. The school psychologist works closely with teachers and other Student Support services staff to develop individualized plans for each student identified as benefitting from such specific interventions. With a wide network of international therapists and health professionals nearby, in Berlin, the school psychologist can also provide contacts for outside referral, should these be required.

School Counseling: The School's counseling program at BBIS is designed to help students, parents, and teachers develop positive learning experiences.

Learning Support: Teachers and assistants provide instruction that is specifically designed to meet the needs of students with learning disabilities within the mainstream classroom. Learning support teachers have studied special education theory and are trained in designing individual educational programs for students with learning and emotional disabilities. These dedicated educators manage each student's special learning program to ensure the curriculum is suitably adapted or modified according to the student's specific needs. Support is provided to students across all grade levels in a variety of ways and settings including coteaching with the mainstream classroom as well as pull-out small group or individual instruction. The School's commitment to ongoing professional development in areas such as learning disabilities, multiple intelligences and differentiated instruction ensures that all teachers strive to meet the needs of our diverse student population.

Berlin British School (2014)

K-12

444

www.berlinbritishschool.de The School has a learning support coordinator who is responsible for monitoring and managing a child's additional provision. This encompasses English-as-an-additional language (EAL) and special educational needs (SEN).

Berlin International School (2015)

PK-12

992

<http://www.berlin-international-school.de/index.php/en/> The School has both pull-out and push-in support for ESL/SN students. Varied amounts of individual support are given (case-by-case assessment). The School has a team of student support specialists, able to diagnose social, emotional, language and learning related challenges. All students take entrance exams and the admissions team take care to ensure all placements take into consideration the specific learning needs of the applicant.

Berlin Metropolitan School (2013)

K-9

671

<http://metropolitanschool.com/en/home.html> The School aims to build an inclusive culture of learning. To this end, they have a SEN (special education needs coordinator) who is currently building their SEN K-12 program. This individual is also responsible for the overall head of pastoral care within the secondary school system. The

GERMANY, Berlin (cont'd)

SPECIAL EDUCATION (cont'd)

position of head of pastoral care aims to ensure students can feel happy and safe in their time at school, so as to maximize their learning. In this way pastoral support, be it delivered by a primary class teacher, through the head of house in secondary, or with support from the student wellbeing coordinator, is pivotal to the success of every student. Pastoral support is important to them because they want to know their students as individuals and give them the support they need to flourish. Student Wellbeing Coordinators: where more help is needed to meet their aim to maximize learning and participation by securing safety, happiness and a sense of belonging, BMS has student wellbeing coordinators who can advise colleagues, counsel students and otherwise support families.

John F. Kennedy School (2015)

K-12

1,751

<http://www.jfks.de> *NOTE: JFK has a very limited special needs program in grades PK-8 and NO program in grades 9-12. The John F. Kennedy School provides a very limited special needs program in grades PK-8 and NO program in grades 9-12 with a rigorous academic and dual language program.

Elementary School: In the elementary school JFKS is able to effectively help students with dyslexia, dyscalculia, attention deficit disorder, perception processing disorders and milder forms of Asperger Syndrome or Autism Spectrum. The school is also able to serve hearing- and sight-impaired or physically- or mentally-handicapped students, if outside support is provided by the school district, the child's parents, the health insurance company or the employer of the child's parents.

Class conferences may be called whenever teachers observe a dramatic change in a student's performance, when an in-house tester discovers a special need or when parents provide the school with written documentation of a diagnosed disability. Students, with diagnosed and documented special needs and whose psycho-educational report is less than three years old, are eligible for accommodations. The class conference decides which accommodations are appropriate for the particular student, these are documented and the parents receive a copy of the accommodations page. A copy is also given to each of the student's teachers.

Within the elementary school itself, there are 2 rooms providing remedial assistance for English Mother Tongue students. There is Reading Lab, and for math students there is Math Lab. Depending on the individual needs, the student may spend one to four hours per week in one or two of the rooms. All three rooms are manned by a certified and experienced special needs teacher and an instructional aide.

Additionally students with less severe special needs have the opportunity to participate in English Help, German Help or Math Help, two times per week.

The guidance department plays an important role in helping parents find the appropriate services for their children outside of school. The School has close contacts with English-speaking psychologists, with organizations offering ergotherapy (occupational therapy for children), and with speech therapists. Additionally the school keeps a list of available tutors in the school community, in the event that a child needs extra assistance on a regular basis with homework. These additional services are coordinated by the counseling team, but the issues of transportation to and from, fees, and setting up of weekly appointments remain the responsibility of the parents. Where language is an issue, the counselors are all bi-lingual and able and willing to help with arrangements.

Middle and High School: In the high school at JFKS services and accommodations for students with special learning needs are very limited. Parents should consult with the REO BEFORE selecting a school in Berlin.

Remedial and Tutoring: Math: In 7th grade all students are assessed early in the school year and those whose skills are not on grade level must attend Math Lab, which is taught by JFKS math teachers. Depending on teacher availability, extra teachers offer math support for other grades during the lunch hour. The math department also offers extra math activities for gifted math students.

GERMANY, Berlin (cont'd)

SPECIAL EDUCATION (cont'd)

General: A homework help group is offered Monday-Thursday from 15:00-15:45. Participation is by arrangement with the supervising pedagogical assistant, in the form of a contract also signed by parents. The purpose of this group is to provide a structured homework setting; occasionally older students are available for subject help, depending on schedules. A new program for study skills and organization support has been initiated and is designed in particular to help students who struggle in these areas. Students will be referred through the school's counseling services.

GERMANY, Bonn

SPECIAL EDUCATION

Bonn International School (2014)

PK-12

750

<http://www.bonn-is.de/> BIS has a Learning Support Department that offers academic support services (special education) for students with mild disabilities using both a push-in and pull-out small group support model. The students at BIS with special needs have learning disabilities, autism spectrum disorder/asperger's syndrome, attention deficit hyperactivity disorders, language and auditory processing disorders, and some mild intellectual disabilities. They refer to local related service providers for the students in need of speech and language evaluation and therapy, occupational therapy and for regular on-going psychological support, as needed. BIS does not currently have the staffing and programs to support students with serious emotional disturbance, hearing or sight impaired, or multiple handicaps.

BIS employs 4 full-time special needs teachers who work exclusively with BIS students, and 1 full-time school psychologist, who is trained to diagnose disabilities for BIS students in the learning support program if needed. Admissions of students with special needs is considered on a case-by-case basis only if the disability noted falls in the 'mild' category as determined by the school support team and principals, and documents submitted at the time of admission, such as an IEP, psycho-educational evaluation, medical reports, etc. reflect the need for minimal academic support. The student must be able to access the IB curriculum within the mainstream setting, as BIS does not currently offer any self-contained classes.

GIFTED AND TALENTED

Bonn International School (2014)

PK-12

750

<http://www.bonn-is.de/> The Gifted and Talented (GAT) Program at BIS centers around in-class differentiated instruction and enrichment support and individual student program planning with the learning support teacher who is responsible for identifying and supporting this population. This specialist teacher is also responsible for providing consultation, guidance, curriculum planning and support to the teachers and parents of students who have been identified with this special need.

GERMANY, Bremen

SPECIAL EDUCATION

International School of Bremen (2015)

PK-12

371

<http://www.isbremen.de> The School has very limited special education needs support. The School does not have the resources to serve students with moderate to severe special educational needs. Parents should consult with the REO before enrolling children in Bremen.

GERMANY, Dusseldorf

SPECIAL EDUCATION

International School of Dusseldorf (2014)

PK-12

1,058

<http://www.isdedu.de/> Mild learning disabilities: pull-out six periods in nine day cycle by full-time learning support specialists. Individual Education Plan for each student. Mild learning disabilities: ex. dyslexia, ADHD.

GERMANY, Frankfurt

SPECIAL EDUCATION

Post Comments – Special Education (2015)

Frankfurt International School: Special Education services are provided for mild and moderate Special Needs students. For the 2015–2016 school year, the school leadership has endeavored to increase both the type and number of students with very special learning needs. The Deputy Director and the Principal of the FISW campus have deep professional backgrounds in working with Special Needs students, and have added even more training to their repertoires over the last two years in order to prepare for the program expansion. They have accepted seven USG dependents that have some intense Special Needs, and are making great progress with all. This program was able to be expanded in part through the use of the US DoS Special Needs Educational Allowance (SNEA) tuition support, and encouragement from the Regional Education Officer (REO) and the Office of Overseas Schools.

Mosaikschule: Over the last few years, a number of additional schooling options have become available for USG families in Frankfurt; however, meeting the educational needs of students with special needs continues to be very difficult. One of two German Public Schools that serve only cognitively handicapped students has been visited by the REO. Mosaikschule appears to be an excellent option for children who are in need of this type of special instruction. The REO visited the school and met with the school director, Mr. Walter, who shared an overview of the program and discussed how the German system works for this type of student and school.

USG dependents can be enrolled, provided they meet the very strict admissions criteria. There presently would be no process for the DoS to pay tuition as this is a German public school. There is, however, one USG dependent attending the school this year.

Mr. Walter asks that if parents have questions that only one person contact the school, rather than multiple people inquiring about the same student, as no one at the school speaks English well enough to respond to multiple, time consuming inquiries. He wants to make it clear to parents that school contact is in German, and the language of care and instruction in the school is German only. Parents who inquire need to provide someone who speaks German and who can discuss the details related to students. The school director is very open to establishing a greater connection to the Consulate community.

European School RheinMain (2015)

PK-12

994

www.es-rm.eu **Learning Difficulties:** Any child may need support at some time during their schooling. Different forms and levels of support (general, moderate, intensive) are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated. The stipulations regarding this support can be found on the website of the European Schools (www.eursec.org).

Counseling: Growing up can be a challenge and sometimes private issues can have an influence on the school performance, which is why ESRM also employs a professional school counselor in addition to the specialists, offering the aforementioned learning support. In confidential meetings, students can talk about their concerns and problems and receive support accordingly.

Disabilities: ESRM welcomes all students and will employ all available resources to support students with impairments and disabilities. Please note however that we are not a specialized school with the respective equipment for children with such handicaps. So whether we are able to provide the best possible education for your child is highly dependent on the level of impediment. Please talk to us if you have any questions regarding this topic.

GERMANY, Frankfurt (cont'd)

SPECIAL EDUCATION (cont'd)

Frankfurt International School (2015)

PK-12

1,785

<http://www.fis.edu/> FIS is only able to admit students with mild learning differences. It employs learning specialists to support these students both in and outside of class. Students with special learning needs and/or identified learning disabilities must submit their testing results and Individual Education Plan (IEP) along with their school records as part of the admission process to determine if the school can support their needs.

Hainerberg Elementary School (DoDEA) (2015)

K-5

879

<http://www.dodea.edu/Europe/Kaiserslautern/Wiesbaden/HainerbergES/index.cfm/> *****DODEA Schols may not be able to accept Department of State students in 2016 due to DODEA priorities. Parents should check with REO prior to application. Also, NO acceptances are give until after August 15 due to Department of State parents being 3rd in priority.**

Special Education Placement for In-Coming Students: Hainerberg Elementary School provides a full range of educational programs for children with special needs. During registration, please provide the administrative office with all special and/or confidential documents from previous schools. This will ensure prompt placement for your child. In some cases, further educational assessments may be necessary to comply with DoDDS eligibility requirements. You are always invited and expected to attend meetings involving your child to address his/her educational progress and needs.

Child Study Committee (CSC): This committee is established by and functions according to the Individuals with Disabilities Education Act (IDEA). Its purpose is to provide consultative help, assess identified students, plan individualized programs, and provide services for identified special education students. The team meets on a regular basis and consists of a school administrator, classroom teachers, special educators, counselors, nurse and speech/language therapists. Parents of students considered for special education placement become part of the team and are required to attend meetings.

Communication Impairment: The communication development program's primary goal is to meet the special needs of students whose educational performance is adversely affected by speech and language difficulties. Communication problems common to school-age children include articulation, language comprehension, verbal expression, fluency, and voice disorders. The Speech Therapist works in conjunction with the Child Study Committee in identifying areas of special need, determining eligibility for receipt of speech and language services, and developing Individual Education Programs (IEP's).

Preschool Services for Children with Disabilities (PSCD): PSCD seeks to identify and serve children with special needs from three to five years of age. A child may experience delays in one or more of the following developmental areas: speech/language, cognitive, fine/ gross motor, adaptive/self-help and social/emotional. Early intervention provides children appropriate stimulation that promotes growth in all areas of need.

Resource Room/Learning Impaired: Placement options range along a continuum. A location is chosen to accomplish the provision of services identified on the IEP. Placement is based upon the goal of providing a program to meet the student's severity of needs in the least restrictive environment.

Homebound Instruction: Students unable to attend classes due to a short-term medically-related illness (less than 3 months) may be able to receive the services of a home teacher for a short time. If you find your child in this situation, contact the school administrator or the guidance counselor for more detailed information.

Students/Teacher Support Team (TAT): The TAT consists of staff members with diverse talents and expertise who work collaboratively toward the creative resolution of student problems. Teachers and parents may request and obtain assistance from the TAT in resolving student problems that impede student performance. The SST augments, supports, and compliments other school programs. It provides for immediate support and problem resolution while other programs may have requirements (paperwork, evaluation processes, and waiting periods) that result in a delay of assistance. Please contact the school psychologist or counselor for more information.

GERMANY, Frankfurt (cont'd)

SPECIAL EDUCATION (cont'd)

Special Education Programs and Services: DoDEA-E provides a range of services under the provisions of the IDEA. If you have any questions or you have a child that was receiving special education services in a prior school, please contact our Case Study Committee Chairperson at DSN 337-5354 or CIV 0611-408-0354.

Child Find: Child Find is an ongoing process used by DoDDS to seek out and identify children three to 21 years of age who show indications that they might be in need of special services. Child Find activities include dissemination of information to the public as well as identification, screening, and referral. Anyone having contact with a child suspected of needing assistance is encouraged to contact the school promptly. Regular scheduled monthly Child Find screenings are conducted here at HES please contact the school for the next available screening if you have concerns.

English as A Second Language (ESL): The English as a Second Language (ESL) program is an essential component of the curriculum of the Department of Defense Dependents Schools (DoDDS) and is responsive to the needs of students with limited or no English proficiency. Through the ESL program, students receive instruction that facilitates full participation in the total school program. The ESL program is also designed to build self-esteem and promote the development of a positive self-image.

Metropolitan School Frankfurt (2015)

PK-10

490

<http://www.m-school.de/> MSF is unable to offer programs for children with significant learning disabilities who require specialist teachers or those who have severe behavioral or emotional difficulties. The school may refuse admission to a child they feel would be unable to benefit from the curriculum offered.

GERMANY, Hamburg

SPECIAL EDUCATION

International School Hamburg (2014)

PK-12

710

www.ishamburg.org The level of services for special needs students is limited to mild special needs students. This means all students are mainstreamed and can receive up to four 40-minute lessons per week (10% of the school day) in addition to any services provided outside the school day, such as speech or occupational therapy. They currently provides services for students with mild learning issues (dyslexia, dysgraphia, dyscalculia, ADHD) as well as some mild speech and hearing difficulties (often referred to outside specialists) and mild emotional/social issues. The school is not equipped to accommodate severe physical or emotional disabilities. Parents contract with speech and occupational therapists independently; they are not members of the school. There are two qualified members of staff who conduct educational/psychological testing but do not make diagnoses. Staffing consists of 4 learning support teachers (one coordinates the department) and 2 full-time counselors.

GERMANY, Leipzig

SPECIAL EDUCATION

Leipzig International School (2014)

PK-12

837

<http://www.intschool-leipzig.com/> Student Support Services is a department spanning the whole school. It offers support to students and works closely with parents, staff and external care providers. The following support services are available at the school:

1. **Counseling Support:** The LIS School Counseling Program is a preventative and developmental educational program that helps students build empathy, self-confidence, self-expression and self-discipline. Students and counsellors work together to enhance student resourcefulness, productivity, competencies and interpersonal, decision-making and conflict-resolution skills. The goal is to strengthen students' own unique capabilities while guiding them as they discover and develop interests and abilities. The School's counselors seek to assist students in meeting their personal potential while meeting the high standards set by Leipzig International School. Students can be referred to counseling services by teachers, parents or themselves. Our counselors follow an open door policy so they can support individuals on a drop-in basis.

GERMANY, Leipzig (cont'd)

SPECIAL EDUCATION (cont'd)

2. **Learning Support:** The purpose of the learning support program at LIS is to respond to the diverse learning needs of all students. This includes students who encounter mild to moderate difficulties, as well as students who may require greater academic challenges than those provided within the regular curriculum. Students experiencing a specific learning deficit need support in acquiring skills and strategies that will enable them to succeed with the regular curriculum. Through ongoing observation, assessment and evaluation, learning support specialists and classroom teachers work together to ensure that students' learning needs are met. Learning support services may include withdrawal (individual and/or small group intensive instruction), in-class support by a learning support specialist, and differentiation by classroom teacher after consultation with learning specialist and monitoring student progress.
3. **Medical Support:** The purpose of the school nurse is to notify, educate, and provide first care in a safe welcoming environment to the students, faculty and visitors of our school. The nurse's office (room 015) is located on the ground floor of the main building just a few doors down from the school office. The nurse's office hours are Monday-Friday from 08:30 till 17:00
4. **Child Welfare/Protection (CWP):** The purpose of Child Welfare and Protection is the protection of children and the prevention of ill-treatment or neglect in accordance with school policy and all pertinent legal requirements.

In addition, we are closely affiliated with the following:

- English-as-a-second language (ESL)
- German-as-a-second language (GSL)
- Personal, Social, Health Education (PSHE)
- University Admissions/Careers Advice

The following services are available to students through outside agencies, who are closely affiliated with the school: speech and language therapy; occupational therapy. In addition, they work with a network of therapists and agencies, including an educational psychologist, child psychologists, child psychiatrists, pediatricians, social workers and family therapists.

GERMANY, Munich

SPECIAL EDUCATION

Bavarian International School (2015)

PK-12

1,069

www.bis-school.com The Bavarian International School has a learning support service for all grades in dealing with children with learning difficulties. For students who do not speak English or need further development in academic English, the School provides additional English support through an extensive English-as-an-Additional Language (EAL) program.

Mild emotionally disturbed or hearing impaired students in the elementary school grades can be accommodated in the regular classroom. Mild to moderate learning disabled students at the elementary school grade levels and mild to moderate at the middle school grade levels can be accommodated in the regular classroom with additional support from the Learning Support Department. Mild speech impaired at all grade levels and mild to moderate speech impaired students at the elementary school grade levels can be accommodated in the regular classroom. The School is accessible to the physically handicapped. They offer class support, individual support through learning support rooms staffed with 4 full-time learning support teachers, volunteer parent support, a visiting speech pathologist, and two full-time counselors. Counselors, special needs staff, principals and the director examine incoming paperwork of students with special needs very carefully to ensure optimal placement/support.

Munich International School (2015)

PK-12

1,205

www.mis-munich.de Academic Support Services at MIS strive to provide a match between a child's educational needs, and services available. The School is able to support a wide variety of learning needs.

GERMANY, Munich (cont'd)

SPECIAL EDUCATION (cont'd)

However, depending on the severity and scope of the learning disability, they reserve the right to re-evaluate on a regular basis whether MIS is able to meet a child's educational needs and to discuss the child's future at MIS with the parents. Academic support is offered for students in early childhood-grade 12 with identified mild special needs. Parents and teachers may request a student to be referred for services. The academic support teachers work collaboratively with classroom and subject teachers to provide an optimal learning experience. They establish: student's academic strengths and weaknesses; appropriate learning strategies; appropriate teaching strategies; the need for a psycho-educational and/or pediatric evaluation. A full psycho-educational assessment is required in order for students to receive the following support in the middle and senior schools: development of an Individual Educational Plan or Monitor Support Plan; academic support during the school day; qualification for special accommodations for external exams.

Support Programs: junior school: small group instruction in the Learning Centre and support in the classroom; middle school: study skills class is offered five times a week for grade 5 and three times a week in grades 6, 7 and 8. This is not a self-contained program; according to the needs of the students, the academic support teachers provide support within the classroom. Senior school: academic support classes for students in grades 9 through 12. These classes occur three times a week for grades 9 and 10. Grades 11 and 12 academic support students are timetabled to receive support once or twice a week. Academic support students receive small group support from subject teachers when the schedule allows. Directed studies: a course focused on approaches to learning from the Middle Years Program curriculum, with practical application through core subject tasks. This course is staffed by student support services and meets three times a week with students.

MIS does not have the facilities or personnel required to serve the educational needs of students who have significant mental, emotional or physical handicaps, or who have significant learning disabilities. Learning support is provided for students who have documented needs within the scope of the School's ability to ensure success in learning for these students.

GHANA, Accra

SPECIAL EDUCATION

American International School (2014)

PK-12

202

www.aisghana.org The School offers a special education program for students with mild learning disabilities such as auditory processing disabilities, visual processing disabilities, and dyslexia. They do not offer any programs for mentally handicapped, multiple handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired or emotionally disturbed students. They have trained staff that pull out students from the classroom as well as push in to help them in the mainstream classroom. They hire in a trained psychologist to complete diagnostic testing on site. Student admission into their special needs programs are made based on formal testing, past school records, and formal and informal observations.

Lincoln Community School (2015)

PK-12

760

www.lincoln.edu.gh Lincoln Community School (LCS) offers learning support services to students with mild learning needs. They look at individual cases to determine if they will benefit from placement in their school. They do not offer services to students with:

- Moderate to severe learning disabilities.
- Moderate to severe visual, hearing or motor disability.
- Mental retardation.
- A pattern of emotional or behavior problems.
- Significant mental health disabilities.

GHANA, Accra (cont'd)

SPECIAL EDUCATION (cont'd)

LCS Definition: Mild Learning Disabilities

- One or two deficits (one and one-half standard deviations from the mean) in cognitive areas (e.g., short term memory, auditory processing, visual processing, abstract reasoning, long term retrieval, arithmetic, processing speed, sequencing).
- Students can compete effectively in the regular instructional program with no more than 80 minutes per day of remedial and/or compensatory resource instruction.
- Students tend to “close the gap” in reading, writing, arithmetic and/or language delays.
- Students compensate daily basic skills remediation beyond elementary school.
- Students use their cognitive strengths effectively to overcome their limits and find success in the classroom.

LCS Definition: Moderate Learning Disabilities

- Three or more deficits in the cognitive areas constitutes a moderate to severe disability.
- Students can compete effectively in the regular instructional program with no more than 120 minutes per day of remedial and/or compensatory resource instruction.
- Students tend not to “close the gap” in reading, writing, arithmetic and/or language delays or show limited progress.
- Students do need daily basic skills remediation beyond elementary school.
- Students do not use their cognitive strengths effectively to overcome their limits and find success in the classroom.

Pupil Support Personnel: At present, the Elementary School Student Support Team comprises of, 5 learning support specialist and a teaching assistant, an EAL teacher a teaching assistant, and a school counselor. LCS does not offer the services of educational and psychological testing, occupational therapy, speech language therapy or physiotherapy, but may be able to recommend some specialists in these areas. The Learning Support department collaborates with specialists and therapists as available within the community when specific needs arise.

GREECE, Athens

SPECIAL EDUCATION

American Community Schools of Athens (2015)

PK-12

826

www.acs.gr The School has an Optimal Learning Program (OLP) available to students with mild learning disabilities.

Campion (2015)

PK-13

492

www.campion.edu.gr Learning disabled: Mild – yes – elementary, middle, high school, regular classroom – yes, other – Yes; Moderate – yes, elementary, middle, high school, Regular classroom – yes, Other – Yes. Other health impairments: Is there access for the physically handicapped? – yes

Do you have staff who are trained to administer psychological tests and diagnose specific learning disabilities? – yes

Have your teachers and administrators received training working with: Gifted and talented? Learning Disabled? – yes. Do you have children who are both gifted/talented and learning disabled: - no.

International School of Athens (2015)

PK-12

369

<http://www.isa.edu.gr> The Centre for Counseling and Learning Services of The International School of Athens (ISA) operates with the cooperation of highly-qualified personnel. It has been designed to meet the needs of all ISA students and parents by offering, quickly and effectively, academic support and planning as well as psychological counseling. The Centre provides all the necessary services for the emotional security and stability of the students within the school as well as supporting their psychological well-being, academic development, and future educational and professional advancement.

GREECE, Athens (cont'd)

SPECIAL EDUCATION (cont'd)

The Centre provides:

- Psychological and psychoeducational
- Counseling services
- Resource, learning differences services
- Career planning, testing and counseling services
- University placement services
- Seminars, lectures, and parenting groups

For more information contact the Director of the Centre, Counseling Psychologist Dr. Gina Thanopoulou, E-mail: ginath@isa.edu.gr.

St. Catherine's British School (2015)

PK-13

1,108

<http://www.stcatherines.gr/> *In the Nursery* (3-4 yr. olds) the School currently has 47 children and in Reception (4-5yr olds) they have 72 children in three classes. Before the children enter the School, the parents fill in a Unique Child booklet and discuss the contents with the teacher. This covers the children's development, phobias, allergies, interests, position in the family etc. This is a good starting point for the teachers to plan the first few weeks. All staff has regular training in identifying special needs and the School has a big learning support department. If children are seen to have a learning difference in the classroom setting, they inform the learning support department, and meet with the parents to discuss the child. They have specialists such as occupational therapists, speech therapists etc. to refer the parents to, depending on the need. They also facilitate the therapy sessions during the school day for the EYFS children where appropriate. They have Individual Educational Programs drawn up by the class teacher and the head of learning support, for children who are gifted and talented or for those children who have a learning difference. They work closely with parents and therapists to ensure consistency for the child.

Lower School: St. Catherine's British school is a predominantly mainstream British international school. Although there is an entry test children take from Year 3 upwards, as part of the admissions process, they are a non-selective school. In the lower school, most of the children on the learning support register have mild learning differences and are supported in class by the class teacher and their learning support assistants. These differences may be in the form of: cognition and learning needs, social, emotional and mental health, communication and interaction needs and sensory and/or physical needs. They believe that children have full entitlement to the curriculum and wherever possible, they support children with learning differences in class. When deemed necessary, some children are pulled out from class for a lesson to work on skills that will help them to fill in the gaps they have in their learning. This might be a remedial spelling, phonics or reading program. Children with gaps in their mathematical knowledge may be pulled out to recap the basic skills or to reinforce a particular concept. Very often the support for children who are withdrawn from class is done so in small groups. Children with more severe learning differences may have a shadow teacher to support their learning.

In the **Upper School**, St. Catherine's offer a comprehensive range of support with a very strong inclusive and pastoral bias. The majority of special needs students receive mainstream support and pullout of up to 20%. The support is tailored to assist the student within the curriculum framework. They support students with learning disabilities (autism and dyslexia, for example) and who are sight impaired.

They have an experienced team of SEN teachers who liaise closely with our in-school counsellor, other pastoral staff and peripatetic educational psychologists.

St. Lawrence College (2015)

PK-13

669

<http://www.slc.gr/> St. Lawrence College's Learning Support Unit, also known as the Resource Room, provides a warm, nurturing environment for children with mild to moderate learning difficulties. The specialist teacher works with pupils individually or in small groups for a frequency determined by the nature and severity of their difficulty. Withdrawal from mainstream classes is kept to a minimum though is assessed on a pupil by pupil

GREECE, Athens (cont'd)

SPECIAL EDUCATION (cont'd)

basis. This would typically be withdrawal of 15-20% and only very rarely in excess of 25%. Children diagnosed with specific learning difficulties such as dyslexia, dyspraxia, dysgraphia or dyscalculia and children with broader attention deficit conditions can find specialized help at St. Lawrence College. Within the resource room of the school, children receive intense individualized instruction in English and mathematics, as well as support in all subject areas. They are taught academic skills, social skills and learning strategies that are essential for success in mainstream classes.

While the School does not offer diagnostic services for the testing of pupils' learning difficulties, the school does have an excellent working relationship with a diagnostic center in southern Athens which incorporates regular visits to the school for the educational and child psychologists from that diagnostics center. Parents of children who have special educational needs are requested to discuss their child's educational needs with the Headmaster and/or the Deputy Head as well as with the School's special needs teacher. Parents are requested to acquire professional documentation of their child's learning difficulty and condition. The most important goal of the program is to find and capitalize on pupils' abilities in order to facilitate learning. The School believes that with encouragement and support, every child is capable of reaching his or her potential.

GREECE, Thessaloniki

SPECIAL EDUCATION

Pinewood-American International School Thessaloniki (2015) PK-12 241

www.pinewood.gr Currently, the School does not offer services for children with special needs. The School does not have teachers employed at the school who are specialists in the area. However, the School does focus on differentiated instruction so that teachers are equipped with meeting the needs of students. For students with special needs, the school addresses their needs on an individual basis and creates an individualized education plan for that student which may include, but is not limited to, the following: one-on-one assistance by teachers, modified homework, differentiated assignments, extra time on tests, alternative testing options, oral testing.

GUATEMALA, Guatemala

SPECIAL EDUCATION

The American School of Guatemala (2015) PK-12 1,471

<http://www.cag.edu.gt/> Each section has a group of counselors and student support staff to help with the specific learning, emotional, or transitional needs of our students. In addition, each section provides language support for students whose native language is not Spanish. The School also uses computer adaptive personalized assessments (ex. Measures for Academic Progress (MAP) in grades 3-10) to monitor student progress three times a year. Each section has a group of counselors to help with the emotional needs of our students as well as learning needs, however they don't have special services for more complex needs.

Antigua International School (2015) PK-12 175-200

www.antiguais.org AIS provides limited services and curricular accommodations for students with mild to moderate special needs, such as learning disabilities, gifted and talented students, and emotional issues. AIS has qualified staff on-site who are trained to diagnose and work with special needs. Counselors work with local professionals to address the need for occupational therapy outside of school. Admissions procedures require additional testing for students with special needs.

Bibliotech (Specialized Tutoring Academy) (2015) K-12 95

www.bibliotech.com.gt They are capable of providing an IEP (Individual Education Plan). They are a specialized tutoring academy where students are enrolled in one of the 6 homeschooling programs they work with. They tutor them through the programs and provide the IEP needs as they do this. They work with kids from K-12. The following are the two websites for both of the programs they usually use for special needs.

- www.calvertschool.org
- www.keystonehighschool.com

GUATEMALA, Guatemala (cont'd)

SPECIAL EDUCATION (cont'd)

The Calvert School program offers a special needs program through the Verticy Program which they also work with. They are the Keystone Flex School in Guatemala since 2011. They work with kids from grades K–12 on a daily basis from 8:00 am to 1:30 pm. They have a structured daily schedule with 40 minute long class periods. Math and science classes are worked individually in a one-to-one basis. The rest of the subjects are worked in groups of 2, 3, 4 or 5 students only. If these subjects need one-on-one attention, all arrangements are made. Needs that can be serviced are: learning disabled, orthopedically impaired and emotionally disturbed. All of our teachers are professionals with a college degree in education or related discipline. Many of them are currently working on getting their master's degree. Additionally during the afternoons they tutor many kids working in local schools. Options that can also be worked are children enrolled in a local school program or any other school and having us work with them during the afternoons as afterschool tutoring in addition to their full-time school. They would work on the IEP needs then.

They are currently working with students diagnosed with: ADD, ADHD, partial and generalized disorders of social development, Asperger's syndrome, bipolarity disorder, oppositional defiant disorder, obsessive compulsive disorder and various personality disorders.

Cayala Learning Academy (2015)

1-12

20

<http://www.cayalalearningacademy.com/> Cayala Learning Academy is a very small individualized learning center that maintains a ratio of 5 students to 1 teacher; therefore, students receive a great deal of individualized attention from their teachers. This can benefit all students with special needs. Based on a placement test, the students can choose the curriculum that best fits his/her needs. For elementary and middle school students, the program that they work with offers specialized curriculum that is geared towards students who are struggling with reading or writing, or students who have a learning disability.

At Cayala Learning Academy both lead teachers have experience working with students who have special needs. One teacher has her Masters in special education. Therefore, at Cayala Learning Academy they are trained and able to work with all levels of students. However, if a student requires more individualized attention than a 5-to-1 ratio for a physical or mental disability, then a shadow teacher may be needed. Cayala Learning Academy can help arrange for a shadow teacher, but this would need to be provided for by the parent.

At the moment they do not have someone on site to diagnose a disability, but they are able to refer students to an appropriate psychologist. Based on a psychological examination, they can design an Individualized Education Plan (IEP) for that student which will be necessary in order to receive appropriate services for the next post.

Colegio Ingles Americano EAS de Guatemala (2015)

PK-12

383

www.inglesamericano.edu.gt The Counselors' Department serves students with special educational needs, through close monitoring by teachers and parents as well as external therapists who deal with some cases, the School starts with the external diagnosis and performs a case study to determine what kind of needs are presented, as soon as the School gets the diagnosis results, determines whether to conduct internal curricular adjustments. The School has specialized teachers in the area of early childhood education and professionals in learning disabilities. The Guidance Department is comprised of educational psychologists and a clinical psychologist that provide strategies to address classroom teachers for special cases.

Colegio Interamericano (2015)

PK-12

1,080

[http://www.interamericano.edu.gt/](http://www.interamericano.edu.gt) Due to the curriculum that the School offers and that requests students to obtain both the national diploma as well as the high school diploma their services regarding the attention to special needs students are defined as mild. However, as part of their methodology they offer differentiated opportunities within the classroom and particular attention hours for those who need reinforcement or enrichment. The School attends mostly learning disabilities such as ADD-ADHD. They have one case of a sight impaired student. They have had students who were/are orthopedically impaired ranging from mild to

GUATEMALA, Guatemala (cont'd)

SPECIAL EDUCATION (cont'd)

moderate. Each level has a counselor, a professional that supports the program and analyzes the cases. It is customary that the school does not diagnose a disability but it usually recommends a professional from a core of known professionals within the field. The elementary level does have special needs teachers to help those who struggle with the fundamentals such as reading and writing.

Colegio Maya (2015)

PK-12

366

<http://www.cm.edu.gt/> The School has a learning resource center which is available for students with mild to moderate learning differences. English-as-a-second language services are available as needed.

Colegio Monarch Guatemala (2015)

PK-12

22

<http://colegiomonarch.edu.gt/en> Monarch classrooms are designed so that each child receives the individualized attention he or she deserves. Knowing that each child develops uniquely as a result of the stimulation he or she receives cognitively, socially *and* emotionally, the Monarch team carefully evaluates a student's strengths and needs in those areas and then individualizes his/her academic and therapeutic curriculum.

For seven school hours daily, students receive an intensive program, covering the four core areas with major emphasis on academic competence through the training of executive functions, relationship development and self-regulation. Students are placed in the classroom that best fills their needs according to their developmental level, their current functioning and their academic situation.

Novice students (our first developmental level) receive therapeutic interventions during the day in a structured and consistent environment. This includes: sensory integration to build up self-regulation; therapeutic play based on the Developmental-Individual Differences-Relationship (DIR/Floortime) Model to increase social abilities; relationships based on affection and promotion of intentional communication through different systems and techniques like PECS, sign language and some behavioral verbal therapy.

As they move up in the system into an apprentice level, the teacher starts promoting and mediating relationships with others in small contexts, as they gradually learn how to communicate and coordinate actions. At this level, students start taking ownership of their actions, reflecting on them and creating, with support of an adult, future plan to follow when they need to modify their behaviors.

Students in the School's higher level, Challenger, are working on interdependence. They are learning to work as a team, in a respectful community where everyone has something unique and valuable to contribute. They keep learning about their strengths and challenges, they put their strengths at the service of others. At a business level, they are finding ways to be productive with them; they are learning to trust their team and ask for help when something is hard.

Equity American School (2015)

PK-12

159

www.equity.edu.gt The School has programs in place that attend to students with mild to moderate special needs. These students remain in the regular classroom. If it is recommended that they have an in-school tutor, they make arrangements for that student to have a place where he/she can receive this service. It is usually during the first part of the morning. In these cases the in-school tutor is employed by the parents, but must fit the Equity profile for an educational professional employee. Shadow teachers, usually psychologists, must also fit the school's profile for a professional employee even when they are employed by parents.

The School can only give service to students with learning disabilities such as: ADD, ADHD, dyslexia, and Asperger syndrome. They do not have special needs teachers; they work closely with the child's team of professionals and the parents. Their small classrooms and their safe and healthy social environment make it possible for us to have one or two special needs student per grade, depending on the needs.

GUINEA, Conakry

SPECIAL EDUCATION

American International School of Conakry (2015)

N-12

59

<http://www.aisconakry.org/> AIS Conakry is able to work with students with mild learning challenges. They do not have a special needs teacher on staff. With their small class sizes, teachers are able to modify curriculum and instruction for children with mild learning challenges. They have a student support teacher assistant who works with students who are experiencing difficulties. The program for each student will be developed to meet their individual needs. The School works with a child psychologist in town, and has an ESL specialist on staff.

GUYANA, Georgetown

SPECIAL EDUCATION

Georgetown International Academy (2015)

PK-12

147

www.georgetowninternationalacademy.org The School can serve students with mild special needs such as those that can be addressed in the regular classroom setting with minor modifications.

HAITI, Port-au-Prince

SPECIAL EDUCATION

Morning Star Christian Academy (2015)

PK-12

319

www.mscahaiti.org Morning Star Christian Academy has a pro-active English-as-a-second language (ESL) program. Any students that are not fluent in the English language are pulled out of the regular classroom for individualized instruction in English for one hour per day by a special ESL teacher. They have programs for children with mild learning and physical disabilities. They make accommodations for those students with orthopedic impairment. They currently have no trained staff to deal with students with hearing, sight, or emotional impairments. There are no members on current staff that are specifically trained to diagnose disabilities. They have a standardized admissions procedure for all students which involves diagnostic testing in English, social studies/science, spelling, and mathematics.

Quisqueya Christian School (2015)

PK-12

300

www.quisqueya.org Limited special needs program. Staff is available for students with learning disabilities. The School has a literacy specialist on staff, and QCS brings in visiting school psychologists from the United States to help with assessment. The School counselor oversees Individualized Educational Plans.

Union School (2014)

PK-12

364

www.unionschool.edu.ht The Learning Center is the special education program servicing students with special needs from grades 3-12. The program runs parallel to the mainstream program, with modification, and instructional strategies to address student's needs based on the IEP. To be eligible for the service the students must be identified as a student with particular needs (based on psycho-educational evaluation). Placement in the program is determined by performance on standardized tests, teacher recommendations, academic performance and psycho-educational evaluation. There are several local qualified psychologists in Haiti who can evaluate. The program services students with needs in the areas of: visual/auditory perception deficit/spatial relation (LD); behavior deficit (ADD, HD); and emotional disorder. Based on the student's need and in the least restricted setting, the student may be placed as:

- Full-time: student attending special education classes for all core subjects and integrating in mainstream classes for electives.
- Part-time placement: student attends special education class for subject/s in need of modification (student working below grade level).
- Mainstream with assistance: student attends mainstream class with a shadow to help support and provide accommodation.

Remedial Program: Reading-based on Measurement of Academic Proficiency results, a diagnostic test, students scoring two to three years below grade level in the areas of reading receive remedial classes. The program provides individualized instruction in reading targeting the fundamental skill needed to achieve a level of proficiency appropriate for the grade level.

HONDURAS, Tegucigalpa

SPECIAL EDUCATION

Academia Los Pinares (2015)	PK-12	803
www.pinares.org Very limited services are available for students with mild special needs, mostly ADD-related needs. Two resource teachers work with elementary students. A proposal is currently being considered to add a resource teacher for secondary.		

American School of Tegucigalpa (2015)	PK-12	1,158
http://amschool.org/ Services are provided for students with special needs in the following areas: learning disabilities, speech impaired, and ADD. Their students fall into the categories of mild and moderate. On staff, they have 2 diagnosticians, 5 counselors, 11 special needs teachers and a speech therapist. Some of the special needs teachers also work in the community providing services for students, on a private basis.		

DelCampo International School (2015)	PK-12	1,367
www.delcamposchool.org Children with specific learning needs are serviced within the classroom by the general education teacher with minimal accommodations based on the recommendations from the division psychologist and principal. These students work entirely with direct goals from the homeroom teacher or aid in 1st and 2nd grade. When students present a specific learning need that requires more significant accommodations and/or modifications to the curriculum or require one-on-one instruction, students are referred to the Academy division (DCIA). At the Academy instruction is more individualized and specific for children with special needs. Students work in a smaller classroom (twelve students maximum) and receive support from both the homeroom teacher and the special educator. Additional professionals work with the students as needed. These additional services have an additional cost but include speech therapy, occupational and physical therapies, and behavior supports or shadows. If there are additional services required, there are highly qualified professionals that they refer to outside of school.		

Discovery School (2015)	N-12	245
www.discoveryschool.edu.hn The School does not have a program for students with special needs. However, due to their low student-teacher ratio, they can accommodate some mild special needs.		

Escuela Internacional Sampedrana (2015)	N-12	1,421
http://www.seis.edu.hn/website/ <i>Special Needs Program in Elementary</i> : EIS has on site specialists to diagnose disabilities (psychologists and special education teachers). EIS has a well-structured Student Support Team that provides assistance to special needs students, teachers, and parents. The team is composed of counselors, learning center teachers, psychologists, reading specialists, special educators. Admission to the program: students are assessed entering into nursery (2½-3 years) to obtain relevant information about the students' mother language, vocabulary, academic, social and emotional skills. The School has a program for struggling students in all areas from toddlers to 12th grade. Learning center programs. <i>Special Needs Program in High School</i> : The majority of the students they provide services to are in the learning disabled range (math, language, processing speed, etc). They also have other not-otherwise specified disabilities, such as Asperger's and neurological such as ADD and ADHD. The level of services varies for each individual student. Even though they try to mainstream to the maximum extent possible, each particular case will vary. Some students will just require 20% of services, while others require 50%. They have both pull-out services and push-in services as well. The high school special needs coordinator holds a Master of Arts in special education from an accredited U.S. institution and a special needs administration license. With a multi-disciplined team, they are able to diagnose disabilities after a thorough psycho-educational evaluation. High school only has one special needs coordinator who also teaches students under the program.		

GIFTED AND TALENTED

American School of Tegucigalpa (2015)	PK-12	1,158
http://amschool.org/ To enter the gifted and talented program, students must test two years above their current grade level in the areas of reading and/or math on the NWEA's Measures of Academic Progress (MAP) or on the Teachers College Reading Assessment measure.		

HONDURAS, Tegucigalpa (cont'd)

GIFTED AND TALENTED (cont'd)

DelCampo International School (2015)

PK-12

1,367

www.delcamposchool.org Currently, gifted and talented students are serviced within the DCIS classroom and receive enrichment courses in a specific area at the academy division. Students are identified through an evaluation available at the school.

HUNGARY, Budapest

SPECIAL EDUCATION

American International School Budapest (2015)

PK-12

852

www.aisb.hu **Elementary School:** The Learning Resource program is dedicated to providing a continuum of supports and resources that enable students (grades 1-5) with minor learning disabilities to achieve their potential and meet these standards and benchmarks. To accomplish this, the LRC works collaboratively with administration, teachers, students, and families to provide the tools, guidance, supports, and services needed to foster academic and social success for students. Additionally, modifications and accommodations may be made to the methods of instructional delivery and assessments, which will provide students a unique opportunity to demonstrate acquisition of knowledge and understanding of the content.

Middle School: The Middle School Learning Resource program is designed to provide organizational and academic assistance to those students identified as needing additional support. Specific objectives of the program are to improve student responsibility and academic success in a variety of ways, including identifying students' learning styles; teaching study and test-taking skills; and involving parents as an integral part of this support. Students may be assigned to work with the LRC teacher during core extension and other class periods. Some students will attend a learning resource class five times per week instead of taking a world language. The learning resource teacher will work with the grade level teams to support those students who need additional assistance.

High School: Prerequisites: teacher approval; open to: grade 9-12; length: semester; credit type: elective students with need of academic or study skill assistance may enroll in the LRC. This course does not give additional homework; rather it supports students in successfully completing the assignments of their other classes and in extending effective organizational and study skills. This course may replace the world language requirement or be taken as an elective course and is graded on a pass/fail basis. The course may be repeated for credit, with teacher permission.

Britannica International School (2015)

K-12

342

www.britannicaschool.hu The School accepts children with limited learning disabilities.

Greater Grace International School (2015)

PK-12

162

www.ggis.hu They have no onsite staff trained in diagnostics, but are willing to help modify individual programs where students are able to function in a normal classroom setting. They are willing to work with offsite NILD scheduling. The School is not accessible for the physically handicapped.

International Christian School of Budapest (2015)

K-12

259

www.icsbudapest.org The School's Supplemental Services department primarily serves students with special learning needs and speech/language disorders. Most of the students served have mild to moderate needs. Depending on the needs of their students and the availability of staff, services offered may include resource and tutoring, individualized intervention for specific learning disabilities including dyslexia, speech therapy, occupational therapy, and sensory integration therapy. However, there are also some services available for mild needs among mental and physically handicapped, orthopedically impaired, developmental disorders, and emotionally disturbed. The majority of their staff hold or are pursuing graduate degrees in the areas of special education, education, speech pathology, or educational psychology.

INDIA, Chennai

SPECIAL EDUCATION

American International School-Chennai (2015)

PK-12

9001

www.aisch.org **Counseling:** There are five AISC counselors serving grades PK-12. The counselors follow the International Model for School Counseling Programs with a focus on foundations, delivery, management, and accountability of systems. The counselors provide support to all students, parents, and professional staff. Key tasks include student class placements, facilitating Student Support Team (SST) referrals, guidance lessons in grade classrooms, admission and exit transition programs for students, college counseling, individual and small group student counseling, student social and behavioral support, parent education, family guidance, and faculty support.

Learning Resource Center (LRC): AISC has a Learning Resource Center Team comprised of four trained special education teachers, a speech/language pathologist and a school psychologist.

Mild Support: mild support is provided by trained professionals in a balanced service delivery model of consultative-collaborative support, accommodations, small group instruction, in-class support and/or direct intervention. An ILP (Individualized Learning Plan) is developed and goals are written and monitored.

The dimensions of mild support include:

- Consultative support for general education teachers and/or parents
- Assessing and monitoring student performance through collecting and analyzing data
- Provide targeted literacy and math support and instruction
- Specialized small group instruction (both in and out of general education classroom)
- Organization and study-skill development
- Speech and language support
- Provide targeted counseling support
- Develop, implement and monitor behavior support plans

Moderate Support: moderate support - an intensive service delivery model provided by trained professionals in whom students with more specialized needs are supported in a combination of small group instruction, in-class support and/or direct, evidence-based intervention. An ILP (Individualized Learning Plan) is developed and goals are written and monitored.

The dimensions of moderate support might include:

- Assessing and monitoring student performance through collecting and analyzing data
- Specifically designed interventions in literacy and mathematics
- Assistive technology
- Formal accommodation (e.g. extended time for summative and standardized testing.)
- Curricular modifications – when required and appropriate
- Targeted speech and language support and interventions
- Specialized small group instruction (both in and out of general education classroom)
- Organization and study-skill development
- Provide targeted counseling support
- Develop, implement and monitor behavior support plans

INDIA, Hyderabad

SPECIAL EDUCATION

Chirec International (2015)

N-12

1,030

www.chirecps.ac.in The school has an active in-house special needs cell with 2 special needs instructors and 1 behavioral counselor. The students that they cater to are mainly those who exhibit learning disorders – mainly dyslexia and dysgraphia. Some students exhibit ADHD. The teachers are trained to identify these students, once a teacher suspects a student of showing this disability, the remedial instructor observes the child. Parent is informed and with their consent the instruction starts. Mild: Those who exhibit mild disabilities are pulled out for up to 20% of the school per week and parental guidance along with parental academic support is provided. Moderate: Students are pulled out for up to 20% of the school time per week, 20% after school support is provided along with parental guidance and support. Severe: Students re pulled out for up to 20% of the school

INDIA, Hyderabad (cont'd)

SPECIAL EDUCATION (cont'd)

time per week, 30% after school support per week along with parental guidance and support. Details of the needs that are being serviced:

- Learning disability: mild, moderate, severe
- Hearing impaired: partial impairment
- Sight impaired: partial impairment
- Emotionally disturbed
- Environmental adjustment problems

Indus International School Hyderabad (2015)

1-12

301

www.indusschoolhyd.com The School is an all-inclusive school. They have a qualified SEN (special education needs) department for children that require extra learning support, and for children who are academically gifted. They have staff trained to diagnose learning disabilities, and will work with families to find para-professionals if one-on-one support is needed.

International School of Hyderabad (2015)

PK-12

275

www.ishyd.org **Learning Support and Extension:** ISH works towards bringing out the best in every student. To support and enhance the differentiated instruction that goes on in the regular class room, the learning support team works with students with special educational needs like English language learners and high achieving students who need greater challenges. Extension work is provided to ensure that every child is spurred on and feels challenged sufficiently.

ESL Support (English Language Support)

- Elementary School: ESL is delivered in two ways:
 1. Intensive – students attend ESL classes for an average of three sessions per week in order to consolidate their listening, speaking, reading and writing skills. Student numbers in these classes are kept to a maximum of three, in order for them to reach their full potential. Often the classes are one to one with the ESL teacher.
 2. ESL in the mainstream – ESL teacher support is provided in class where clusters of ESL students benefit from language support. The ESL teacher develops an Individualized Education Program (IEP) for high need ESL students, after the class teacher and the ESL teacher make an informal assessment. This gives students a sense of confidence to tackle further learning. ESL support is provided until the child can participate in grade work through differentiated instruction. During this phase, ESL staff provides curriculum support within the classroom in terms of planning and implementing the program.
- Secondary School: ESL is also delivered in two ways:
 1. Intensive – students attend an ESL English class in their year level for an average of five lessons per week in order to consolidate their listening, speaking, reading and writing skills. Student numbers in these classes are kept to a minimum. There are usually less than five students per class.
 2. ESL in the mainstream–ESL teacher support is provided in mainstream English classes and in subjects such as science, geography and history, where clusters of ESL students benefit from language support. This is organized according to students' needs and teacher availability.

Student Counselor ISH offers some counseling for students who wish to or need to talk through issues in a supportive, non-judgmental environment. Students experiencing learning or behavioral difficulties may be referred to the counselor.

College Counselor ISH has a dedicated college counselor who advises high school students and their parents/guardians about choosing courses, identifying colleges that will be a good match for the student's skill and interests and applying to colleges.

Special Needs Department: ISH has two trained special needs teachers who are able to provide moderate level of service for special needs students. School in the past has successfully helped students with ADHD, autism and Dyslexia.

INDIA, Hyderabad (cont'd)

SPECIAL EDUCATION (cont'd)

Mosaica International School of Hyderabad (2015) PK-12 95
www.mosaichyderabad.com All staff are provided with regular CPD to ensure they are able to cater to students with differing special needs. They have a member of staff who has been trained as a special education needs coordinator.

Oakridge International School (2015) PK-12 3,058
www.oakridge.in Level of services provided for special needs students: mild = mainstream or pull-out for up to 20% of the school day. The School has a Separate Supportive Instruction Unit where a child with a learning disability will receive one-to-one teaching. If a child has any learning difficulties our school psychologist will diagnose by conducting SI Unit Assessment test which will rate the student's level of understanding. If the level is below 40% and between 40-50%, a year-long teaching plan will be designed accordingly, for the student. **Emotional and behavioral issues:** there is a separate counseling unit/student advisor available to support such needs.

INDIA, Kolkata

SPECIAL EDUCATION

South City International School (2015) PK-12 1,426
www.scis.co.in The School has facilities for special needs children: emotionally disturbed (moderate); learning disabled (mild); mentally handicapped (mild); multiple handicapped (mild); orthopedically impaired (mild); speech impaired (mild); and visually handicapped (mild). The School is fitted with ramps for physically handicapped students.

INDIA, Mumbai

SPECIAL EDUCATION

Post Comments – International Schools in Mumbai (2015) ----

- **American School of Bombay** has limited resources for children with special needs. If your child does have special needs, please get in touch with ASB as soon as possible to see if their Student Support Services Department can support your child's needs. In 2014, the school began a program for gifted children in cooperation with the Johns Hopkins Center for Talented Youth. Admission to this program is by exam only.

American School of Bombay (2015) EC-12 752
<http://www.asbindia.org> The School's Individualized Learning Services (ILS) philosophy is based upon the belief that every child learns at a different pace and in different ways. Their goal is to provide services for students with specific learning needs and exceptionalities whose needs they can meet with their current structure and available programming. Currently, they are able to support students on a continuum of services for mild learning differences and language difficulties, and students needing extra assistance in specific academic areas. Their ILS Department is comprised of: school psychologist (EC-grade12), speech language pathologist (EC-grade12), social communication and interventionist (EC-grade1), academic support specialists (EC-grade 5; grades 6-12), reading specialist (EC-grade5), school counselors (EC-grade5; grades6-8; 9-12), literacy coach (EC-grade5 and grades6-12) and EAL specialists (grades1-5; 6-8; 9-11). Occupational therapy is provided on campus at the parents' expense (EC-grade5). Their models of service include a mixture of push-in and pull-out support for eligible students based on their specific needs. All children are provided academically appropriate extension activities within the school structure. For children who need additional extensions, the school will help determine what would be best within the context of a child's current learning plan. Families with children with special needs should contact the Office of Admission prior to bidding on posts to ensure ASB's ILS program will be able to meet their child's individual needs. Additionally, it is important to note that the city of Mumbai has limited services for children with severe needs. While a google search will find child psychologists and psychiatrists, occupational therapists, and additional services typically found in most metropolitan areas, the experiences of ASB's professionals and families have been inconsistent and often not aligned with services that are provided and hoped to be provided by typical American/international school professionals.

<http://aes.ac.in> The School accepts students with learning differences that demonstrate a history of academic and behavioral success. The administration must be sure that any exceptional needs of the student can be met by the services in-place at the school at the time of application. This includes both students with physical, emotional, and/or learning disabilities as well as students with exceptional cognitive abilities. Applicants that have exceptional needs must submit any documentation, including educational/psychological evaluations, speech/language evaluations, occupational therapy evaluations and IEPs, that would help the admission office to determine if the AES can support the applicant's needs. The Admissions Committee (principal, assistant principal, school counselors, school psychologist and the director of admissions) review the documentation to determine admissibility. Once reviewed, the Admissions Committee may seek additional information and then provide the applicant with a recommendation. Any items that are overlooked or are sent incomplete will delay the process. The length of the review process will be determined by the willingness of the parents/guardians to provide complete and accurate information in a timely manner. Students with special needs admittance is decided on a case-by-case basis. Apply early if your child has special needs. ***This is a private school and students are not guaranteed admission just because they are with the U.S. Embassy.***

- **ELEMENTARY SCHOOL**

- **School Psychologist:** The elementary school has a school psychologist to assist with identification of learning differences, the design of appropriate individual programs, and to provide consultation and support to students, parents, and faculty.
- **Learning Center:** provides special help for students who are experiencing minor learning problems. A formal referral process provides the teacher and parents an opportunity for input into decisions for children with additional special needs. Parents are invited to meet with the counselor if they have concerns about their child's learning issues or performance.
- **Guidance Program:** guidance and counseling services are available for all students. Their counselors support the teaching of problem solving, conflict resolution and collaborative group skills through consulting with teachers and working with small groups and classroom groups as needed. In addition, the counselors work closely with classroom teachers and individual students in order to address specific individual concerns. The counselors are available to meet with parents regarding their child's academic, social and emotional needs.

- **MIDDLE SCHOOL**

- **Academic Support:** The academic support course is designed to supplement the general education program in assisting students whose academic needs require additional support beyond the classroom setting alone. Academic support and classroom teachers collaborate to develop and implement appropriate programs for academic support students. The collaborative process includes the evaluation of strengths and needs and identifying specific strategies to enable students to be successful in the regular curriculum. In cases where the needs are such that they significantly impede the learning process, compensatory modifications are implemented in the regular academic program. Independence and responsibility are essential to academic success. Therefore, the academic support teacher is not only charged with the task of teaching discrete academic skills, but also thinking strategies, self-advocacy, and self-initiative. This approach enables students to take personal responsibility for maximizing their learning potential and educational opportunities. Promoting students' positive self-images as capable learners is key to this task.
- **Study Skills:** Designed as a work lab as well as an opportunity to help students develop their academic skills. Through mini lessons, group discussions, class routines, and the opportunities that arise through academic work students consider and practice the following skills: the use of the agenda as an organization/planning tool, workable organization of notebooks/binders, planning long-term assignments, listening skills, note taking skills, memory techniques, understanding of individual learning styles, and test taking and research skills. Communication occurs on behalf of study skills students with both classroom teachers and the counselor and additional help is given as needed.

INDIA, New Delhi (cont'd)

SPECIAL EDUCATION (cont'd)

- Students are placed in study skills because of teacher or parent recommendations, as a way to provide extra support to ESL or new students, and occasionally due to schedule conflicts.
- **HIGH SCHOOL**
 - ***High School Student Support Services:*** The High School Student Support Team (SST) provides support services for students based on their specific needs. The SST is comprised of the principal, assistant principal, academic support teacher, counselors, school psychologist, and an English-as-an-additional language (EAL) teacher, classroom teachers and/or health office staff as appropriate. The team meets on a weekly basis to discuss student concerns and progress. Interventions may include, but are not limited to, counseling, academic support class, an individualized learning plan, EAL support class, informal and/or formal assessments, classroom accommodations, referral to outside resources, home-school communication, and/or learning strategies. Areas of identified need may be in the areas of academics/learning, social/emotional concerns, EAL, and/or exceptional cognitive, physical, and/or artistic abilities. Referrals to the SST may be made by parents, students, and/or faculty. Referrals are initially directed to the student's high school counselor. Student Support Team staff from the middle school and high school communicate and meet throughout the students' eighth grade year to assist with plans for continuous support during the transition to high school. The high school Admissions Review Team meets on a weekly basis and is comprised of the Director of Admissions, Principal, Assistant Principal, academic support teacher, counselors, school psychologist, and the ESL teacher if appropriate. A plan for support is developed for students who are admitted to AES with identified educational needs.

The British School (2015)

R-13

866

<http://www.british-school.org/> The special education needs program (SEN), English-as-an-additional language program, counseling, university/college guidance and health services are all offered under the umbrella of Student Support Services. The team members help students through the use of a variety of strategies working together to address each student's unique needs and ultimately helping them to enhance their opportunities for learning. The services are designed to assist students both in managing curriculum requirements and in participating fully in school life. Mild level of services are provided for children with special needs. Staff is available on site to diagnose disabilities. Special needs teachers have been employed by the school.

INDONESIA, Jakarta

SPECIAL EDUCATION

Australian Independent School Indonesia (2015)

PK-12

800+

www.ais-indonesia.com Mild to moderate emotionally disturbed, hearing impaired and speech impaired. Mild to severe learning disabled, mentally handicapped and multiply handicapped. Mild visually handicapped. They offer learning support, speech and language therapy, literacy intervention, occupational therapy, behavior modification, and alternative learning centers. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities.

British School Jakarta (2015)

EC-Y13

1,374

www.bis.or.id Mild emotionally disturbed and mentally handicapped at all grade levels. Mild speech impaired at elementary grade levels. Mild to moderate hearing impaired and learning disabled at all grade levels. The school is not accessible for physically disabled students. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities.

Jakarta Intercultural School (2015)

1-12

2,459

www.jisedu.or.id Limited services available. Mild hearing impaired students can be accommodated. The school is not accessible for the physically disabled. The staff has been trained to administer psychological tests and diagnose specific learning disabilities.

INDONESIA, Jakarta (cont'd)

SPECIAL EDUCATION (cont'd)

Sekolah Pelita Harapan (2015)

PK-12

669

www.sph.edu The School has limited learning support based on valid educational-psychological reports which the School is willing to review prior to admission. Some speech services by an outsourced vendor are available on campus. Curricular modifications are extremely limited.

INDONESIA, Medan

SPECIAL EDUCATION

Medan Independent School (2015)

PK-10

69

www.mismedan.org MIS offers no special services for children with special needs. They make this clear to all parents and their policy is listed on their website. If the student arrives with an IEP or equivalent their teachers can try to meet the needs of students with mild special needs in a mainstream setting.

INDONESIA, Surabaya

SPECIAL EDUCATION

Surabaya Intercultural School (2015)

PK-12

320

www.sisedu.net A special needs teacher is not provided for students with learning differences at SIS. Teachers meet with the counselor, administrator, and parents in order to develop plans to help these children to be successful academically and socially at SIS.

IRELAND, Dublin

SPECIAL EDUCATION

Post Comments – Special Education Services (2015)

Special education in the Irish public schools can be good for the moderate, severe or profoundly disabled child. However, the services are difficult to access, the wait lists are long, and the treatment provided can be different than what parents are accustomed to in the states. Arriving in Ireland, one can expect to wait from a minimum of 3 months up to one year before school attendance is approved in these special programs in the public schools. There are private companies that offer therapy services, but they frequently have a long wait list or will only accept children with specific disabilities (typically the higher end of functioning.) If you have a child with autism, the wait can be even longer. Private therapy and Applied Behavioral Analysis (ABA) is available but the costs are very high and it is not always possible to find services in your area. In addition, ABA tutors are not easy to find and autism is, on the whole, underserved in Ireland.

If You are Interested in the Irish Public School System: The American Embassy is located in Ballsbridge. Most Embassy families live south of the Embassy in the catchments area of St. Michael's House or St. John of God's. Both organizations supply special education services and should be contacted as soon as you know that you will be posted in Ireland. It may be possible to shorten the time that your child must wait for services to begin. If you find that one organization is easier to work with, let GSO know that you prefer housing in that specific catchment area.

St. Michael's House - www.smh.ie

St. John of God's - www.sjog.ie

St. Michael's House and St. John of God's offer a variety of services. They have special needs schools where children with mild, moderate, severe and profound disabilities attend together. If your child has mild to the higher end of moderate needs, or other learning difficulties, you can opt to enroll them in a regular school in a special class or mainstreamed with support. The special class offers higher numbers of adults to help your child. Wait lists for these classes are, at present, long.

Post-Supported and Local Schools: Many Embassy children attend St. Andrews College, www.st-andrews.ie, a private/fee-paying school located in Blackrock, approximately 15 minutes from the Embassy. On occasion, the school has educated students with Asperger's, autism and Down syndrome and will consider having special needs children attend. They currently have students with dyslexia, dyspraxia and general learning difficulties. St. Andrews will work with parents and the Ministry of Education to ensure that required services are offered.

IRELAND, Dublin (cont'd)

SPECIAL EDUCATION (cont'd)

These special services, supplied and paid for by the Ministry of Education, can range from a learning resource teacher (whom the student visits several times per week for a 1:1 up to 1:6 student to teacher ratio session) to an assistant in the classroom to help the student throughout the day. Currently, St. Andrew's staffs six special needs teachers, one learning support teacher, and seven resource teachers. Accessibility to these services must be pre-arranged with the school and availability is not guaranteed.

Many Embassy children also attend International School Dublin, www.internationalschooldublin.ie, a private school also located in Blackrock, approximately 15 minutes from the Embassy. International School Dublin is open to students with special needs and will work with parents on a case by case basis.

The Embassy is aware of one local school for autism, The Red Door, www.thereddoorschool.com. The Red Door has a wait list of two to three years, so it is not a feasible option for children from the Embassy. However, there is a new St. Michael's House School (Ballinteer) that opened in 2009. This school has several classes dedicated to students with autism. These classes also fill quickly and have wait lists.

Summary: In conclusion, Ireland may not be the best option for a posting for a family with special needs. While you can find services, the wait is frequently long, arranging services will be time intensive, and sessions are expensive with payment expected upfront. Just this past year, Dublin faced a complete lack of early intervention services ordinarily provided by the government. There are currently over 7,000 children waiting for services and no private early intervention teams available.

In addition, although there are private services available, the European approach can be much different from that experienced in the States, ultimately leaving the parents wanting more and feeling as though the treatment is inadequate. If a posting in Dublin is your only choice, come prepared. Previous families with a special needs child have brought their own teacher so that their child's program was not interrupted.

Dublin's Health Unit, DublinHealthUnit@State.gov, can provide more information on local speech, language, and occupational therapists in Ireland. They can also help you manage your Special Needs Educational Allowance (SNEA), administered by the Office of Medical Service's Child and Family Program (+1-202-663-1904.)

Private Therapists Available in Dublin Ireland in 2015: * Note these specialists are often transient so make sure you check with the Dublin CLO if you are unable to reach any of these individuals:

Speech and Language Therapist

Aisling Keogh +353 (0)86-857-0253

Jonathan Linklater +353 (0)87-121-0044

www.speechmatters.ie

Ballsbridge Physiotherapy Clinic

26 Wellington Road, Dublin 4

+353 (0)1 660-6582

Vivan Hanrahan specializes in children.

Association of Occupational Therapist of Ireland

+353 (0)1 633-7222

www.aoti.ie

CATTS-Clinical Assessment & Therapy Team Service

JFK Consultancy Centre, Bluebell, Dublin 12

+353 (0)86-888-2765

www.cattsireland.com

IRELAND, Dublin (cont'd)

SPECIAL EDUCATION (cont'd)

Harry Conway of Dyspraxia Ireland
+353 (0)1 874-7085

harry@dyspraxia.ie

Even if your child doesn't suffer from dyspraxia, Harry has been very helpful in finding private occupational and physical therapists.

Some useful websites to research special needs education in Ireland:

- www.scoilnet.ie
- www.sess.ie
- www.disability.ie

If you are not yet a member of FSspecialneeds Yahoo group, I recommend joining - FSspecialneeds-subscribe@yahoogroups.com.

*****If your child needs special education services, contact the Office of Overseas Schools or Dublin's Community Liaison Office Coordinator for a briefing. Do not assume that you will find services available in Dublin.*****

International School of Dublin (2015)

PK-6

60

<http://www.internationalschooldublin.ie/> The School has a SEN policy – available on request. Students with SEN are taken on a case-by-case basis. There is no one at the school employed as a special needs teacher. The Head of School is currently responsible for children with SEN. The IB program is not necessarily suitable for children with severe SEN so their needs are assessed prior to the parents making an application. Parents of children requiring a one-to-one support assistant need to pay additionally for this themselves.

St. Andrew's College (2015)

PK-12

1,262

www.st-andrews.ie The Support for Learning department is staffed by 6 special needs teachers (SNA's), one full-time learning support teacher and 7 resource teachers. **Learning Support:** Priority is given to pupils whose achievement is at, or below, the 10th percentile on standardized tests of reading or mathematics. Learning support classes are available to students who meet the Department of Education and Skills criteria for exemption from Irish language. These students attend learning support for 3 classes per week. **Resource teachers:** Resource teaching is provided to students who have been identified formally by a psychologist, psychiatrist, speech and language therapist or other appropriate professional as having special educational needs. Number of hours allocated depends on the levels of difficulty that he/she is experiencing. This means from 1-5 class periods/week. Hours are allocated by the Department of Education and Skills. The SFL department caters for a wide variety of special needs. Students are granted hours by the National Council for Special Education (NCSE), which are used by the school to support them in a range of ways including one-to-one withdrawal, small group classes and in-class support. **Eligibility:** To qualify for learning support-criteria as above. To qualify for resource teaching-hours must be granted by NCSE, based on official diagnosis.

IRELAND, Shannon

SPECIAL EDUCATION

Holy Family Senior School (2015)

2-6

360

<http://www.hfss.org/> The School will meet with the parent/guardian of the child and with the SEN (Special Education Needs Coordinator) to discuss the child's needs and the schools suitability or capability in meeting those needs. They have seven full-time SNAs (special needs assistants) along with our special education teaching team to assist with but not limited to difficulties with speech and language and dyslexia.

St. Flannan's College (2015)

7-12

1,215

<http://www.stflannanscollege.ie/> The School has a trained special needs teacher to assess and help students with learning difficulties. Dedicated classes equipped with special facilities are available for students with specific learning needs.

ISRAEL, Tel Aviv

SPECIAL EDUCATION

Post Comments – Servicing Special Needs in Tel Aviv (2015)

Walworth Barbour American International School: The psycho-educational evaluation and any existing IEPs must be submitted ahead of time so that the admissions committee can make an initial assessment of whether WBAIS can meet the child's needs. Note: It is strongly recommended that in cases where a student has special needs, that prior to applying and accepting a post in Israel, information about the child be shared with the WBAIS counselor for an initial review and screening.

****Special note to parents of children with special needs:** Parents, if you have a child with special needs, please understand that the recommended English speaking schools in Tel Aviv have limited resources and capabilities for providing instruction for children of such needs. It is in your best interest to contact the schools prior to bidding in order to discuss whether the school can accommodate your child. Please make sure to have all records available.

Tabeetha School (2015)

K-12

330

<http://www.tabeethaschool.org/english/> Mild hearing impaired, learning disabled, orthopedically impaired, and speech impaired students can be accommodated. The School is not accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Walworth Barbour American International School in Israel (2015)

PK-12

609

<http://www.wbais.net/> The School has a resource center, provides support for students with learning disabilities, has counseling services, ELL, writing assistance in high school, math labs, and an English enrichment program.

ITALY, Milan

SPECIAL EDUCATION

Post Comments – Education Options (2015)

Many special needs are not supported by schools at Post and it is best to check with them individually to see what they can or cannot support.

ITALY, Naples

SPECIAL EDUCATION

Post Comments – Education Options (2013)

Naples Elementary School (DoDEA) (PK-6) <http://www.napl-es.eu.dodea.edu/> The School has an extensive special needs program for mild to severe special needs students in resource as well as self-contained classes. The faculty of 106 include 42 classroom teachers, 11 specialist teachers, 2 foreign language teachers, 3 learning impaired teachers, 1 emotionally disturbed teacher, 3 speech and language teachers and 1 hearing impaired teacher. There is 1 librarian, 1 ESL teacher, 4 reading teachers, 1 gifted teacher and 1 school nurse.

Naples High School (DoDEA) (7-12) <http://www.napl-hs.eu.dodea.edu/> As an Area 3 school it supports an extensive special needs program for mild to severe special needs students in both resource and self-contained classes. REQUIRES DoDEA agreement.

ITALY, Rome

SPECIAL EDUCATION

Post Comments – Schools in Rome Guide (2014)

- **AMBRIT International School** (3-14yrs) www.ambrit-rome.com Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom or through a resource room. Mild emotionally disturbed and orthopedically impaired students can be accommodated in the regular classroom. The School is accessible to the physically handicapped student. There is staff trained to administer psychological tests and diagnose specific learning disabilities.
- **American Overseas School of Rome** (PK-13) www.aosr.org Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild learning

ITALY, Rome (cont'd)

SPECIAL EDUCATION (cont'd)

disabled students and mild speech impaired students can be assisted in the regular classroom or through a resource room at all grade levels. Moderate learning disabled students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Moderate speech impaired students can be aided in the regular classroom and through a resource room at the elementary grade levels. A speech therapist is currently on staff. There is staff trained to administer psychological tests and diagnose specific learning disabilities. The school is not accessible to the physically handicapped.

- **Core International School** (3-11yrs) www.coreinternationalschool.it An experienced learning specialist is available to make full assessments on both learning and behavioral problems producing an education program which is followed through in school, either in small groups or individually. Help is available in teaching English-as-a-second language from the age of 4 years. Speech and language therapist is available for consultations and individual help. Mild learning disabled, mentally retarded, and physically handicapped can be accommodated. Qualified help is available for children with special needs and ESL.
- **Marymount International School** (PK-12) www.marymountrome.com Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The School is accessible to the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. A speech therapist is currently on staff.
- **The New School** (PK-12) www.newschoolrome.com Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The School is not accessible to the physically handicapped student. The School can refer students to personnel who have been trained to administer psychological tests and to diagnose specific learning disabilities.
- **Rome International School** (K-12) www.romeinternationalschool.it Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate learning disabled students and mild speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary grade levels. A full-time specialist is on hand to assist children with learning difficulties and to conduct diagnostic tests where appropriate. Two ESL teachers are employed to provide intensive English language lessons to children who arrive from overseas with limited English. The School is not accessible to the physically handicapped.
- **St. George's British International School – La Storta** (PK-12) www.stgeorge.chool.it There are specialist departments for S.E.N. (special education needs) and E.A.L. (English-as-an-additional language). Extra tuition in preparation for Italian state exams is available at the school.
- **St. George's British International School – Nomentana** (3-11yrs) www.stgeorge.chool.it Mild emotionally disturbed students in elementary and middle school can be accommodated in the regular classroom. Mild learning disabled, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. Mild to moderate speech impaired students in elementary and middle school can be accommodated. The School is accessible for the physically handicapped student. They have staff trained to administer psychological tests and to diagnose specific learning disabilities.

JAMAICA, Kingston

SPECIAL EDUCATION

Post Comments – Education in Kingston (2015)

None of these programs meets U.S. standards. Kingston is not a special needs post. A number of facilities exist in Kingston for educating the handicapped, although equipment and staff are limited. These schools have limited space and each should be explored for specific needs. Day programs are offered by the Jamaica Association for the Deaf, the Salvation Army School for the Blind, the Step Center, and the Mona Rehabilitation Center for the physically handicapped. Carberry Court Special School has day and boarding programs for the severely mentally handicapped.

JAMAICA, Kingston (cont'd)

SPECIAL EDUCATION (cont'd)

American International School of Kingston (2015)

PK-12

271

<http://www.aisk.com> The services presently offered would be student support to students with English-as-an-additional language (EAL) students, mild learning disabilities, ADHD, and slower paced learners. These services are divided into direct and indirect services:

- **Direct Services** include remediation, push-in and/or pull-out services, intervention planning/programming and is mostly provided at the elementary school level.
- **Indirect Services** are also provided at the elementary level includes collaboration with teachers and parents, monitoring of progress.

At the middle school/high school level, services provided are defined as indirect services, where there is collaboration with teachers to ensure that the children are getting the required accommodations on tests and exams. In the middle school, however, there is some push-in support, where a staff member will help a student in particular subjects to ensure that they are getting the full content and understanding of the topic.

At present, pull-out is being done approximately 10% of the day for the elementary students.

The services that can be offered at AISK would include students with mild learning disabilities and slower paced learners, children with ADHD and some students with speech impairments that are receiving external services. There are two trained EAL teachers; two special education teachers and one psycho-educational consultant (M.Ed. educational psychology) with training and experience in the identification of school based learning challenges inclusive of learning disabilities, slower paced learners, mild intellectual disabilities, gifted learners and developmental delays. In the community, there is the MICO Care Centre, Jamaica Association for Children with Learning Disabilities, and other private practitioners on an approved list of AISK. Tutoring is also available in the community for specific subject areas.

GIFTED EDUCATION

American International School of Kingston (2015)

PK-12

271

Once a child applies to come to AISK, they will follow the regular procedures of submitting the application, if they are interested in gifted placement; they will be expected to submit a psycho-educational evaluation, past reports, recommendations, and do MAP testing, which is done internally. The Kaufman KTEA 3rd Edition measures student academic skills in areas such as reading, writing and math.

JAPAN, Nagoya

SPECIAL EDUCATION

Nagoya International School (2015)

PS-12

334

<http://www.nagoyais.jp/nis> Admission is based primarily on English language proficiency and it is recommended only for students with sufficient academic ability, interest, and motivation to benefit from the program. NIS requires the applicant to be sufficiently mature for their age and for continued enrollment, satisfactory progress needs to be demonstrated. At application time, parents must specify in writing any individual needs or medical difficulties that their child may have. All supporting documents, transcripts, and current recommendations must be presented to show what has been done in previous schools to support academic achievement and/or social/emotional well-being. A student's admission to and continued enrollment at NIS are based on the full disclosure of school records. No special needs programs or educational support services (other than ESOL) and elementary school reading support are available for students outside the regular classroom.

JAPAN, Osaka-Kobe

SPECIAL EDUCATION

Canadian Academy (2015)

K-12

602

www.canacad.ac.jp The School can handle mild to moderate learning disabled, and mild to moderate orthopedically impaired. The school is accessible to physically disabled. Staff cannot diagnose specific learning disabilities.

JAPAN, Osaka-Kobe (cont'd)

SPECIAL EDUCATION (cont'd)

Osaka International School Kwansei Gaikuin (2015)	K-12	270
www.senri.ed.jp Mild to moderate hearing impaired at all grade levels. Mild learning disabled at all grade levels. The School is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.		

Osaka YMCA International School (2015)	PK-8	122
www.oysis.org The School can accommodate students with mild learning needs. OYIS liaises with Tosabori YMCA to access counselling services. Students with mild learning needs are mainstreamed.		

St. Michael's International School (2015)	PK-5	140
www.smis.org Mild emotionally disturbed and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. The School is not accessible for the physically handicapped.		

JAPAN, Sapporo

SPECIAL EDUCATION

Hokkaido International School (2015)	PK-12	184
www.his.ac.jp HIS cannot admit students with profound learning difficulties. HIS may be able to accommodate students with mild special needs. Continued enrollment at HIS is always dependent upon a student's satisfactory achievement, behavior and effort. HIS teachers have been trained in differentiated instructional techniques to work with students who can work in a mainstreamed classroom environment. HIS has two teachers on staff with special education backgrounds who can help to provide a limited degree of accommodation in keeping with above statement that states our commitment to support students with mild special needs. HIS implements common support plans for those students with specific needs.		

JAPAN, Tokyo

SPECIAL EDUCATION

Post Comments – School Notes and School List (2014)	----	----
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If your child has special needs considerations, it is important to contact the Office of Overseas Schools for guidance as most schools in Tokyo do not offer special needs programs, and if they do, spaces fill very quickly. Parents should also contact schools directly to inquire if their school can offer the support and/or extension that is needed for your child.

At present, the following schools are able to provide support for mild learning disabilities in a resource center type program: The American School in Japan (ASIJ) (very mild), The American School in Japan's Early Learning Center (ASIJ-ELC), AOBA- Japan International School (AOBA-JIS), The British School in Tokyo (BST), Camp Zama's Arnn Elementary School and Zama Middle School /Zama American High School, International Secondary School (ISS), International School of the Sacred Heart (ISSH), K International School (KIST), Mitsui Gardens International Preschool, Montessori School of Tokyo (MST), Seisen International School (SIS), St. Mary's International School (SMIS), Tokyo International School (TIS), and Yokohama International School (YIS) It is IMPORTANT to contact the schools with clear and honest information about what your child's special needs are for guidance as to the appropriate placement. For children with moderate to more severe special needs there are programs available at the following three schools: International Secondary School (ISS), Gregg International School (GIS), and Yamato International School (Yamato-IS). Again, it is IMPORTANT to contact the schools directly to ascertain if your child's needs can be met at one of their schools.

JAPAN, Tokyo (cont'd)

SPECIAL EDUCATION (cont'd)

- ***The American School in Japan*** (K-12) www.asij.ac.jp/ Limited learning support offered, in consultation with the Student Support Team, for speech/language difficulties (reading, writing, word study, dyslexia, and math) and learning and study strategies. Special programs offered: English language learner, speech and language (and hearing) support, and counseling and guidance programs for elementary, middle, and high school.
- ***The American School in Japan, Early Learning Center*** (3-6yrs) <http://www.asij.ac.jp/elc> A speech and language pathologist/learning support specialist works with children who have specific needs in these areas and conducts a portion of the language/phonemic awareness program.
- ***Aoba-Japan International School*** (K-12) www.aobaonline.jp/ Some (mild) learning support offered, in consultation with the Student Support Team under the Director of Learning Support Stephanie Del Rosario Stephanie.DelRosario@aobajapan.jp. The School offers a three-tier continuum of services approach to assist in developing the academic, behavioral and social development of students identified in need of extra support. The School has a strong English language support program. The School does not have any psychologist, counselor, or speech therapists on staff. The School can accommodate for some physical handicaps.
- ***The British School in Tokyo*** (PK-12) <http://www.bst.ac.jp> Some (mild) learning support offered as short “booster-style sessions” that runs for a few weeks within the main classroom. The head of learning support, in consultation with parents, and on a case-by-case basis, offers an IEP program for children requiring special needs support. Support programs offered are English as an additional language (EAL), special educational needs (SEN), and very able and talented (VA&T). SEN assists those who need help with communication, language, literacy, numeracy, and behavior management.
- ***Camp ZAMA (DoDEA) Arnn Elementary*** (K-6) and ***Zama Middle School /Zama American High School*** (7-12) <http://www.arnn-es.pac.dodea.edu/> and <http://www.zama-hs.pac.dodea.edu/> Concern and effort are made to individualize instruction as much as possible. The Case Study Committee (CSC) coordinates all special education services within the school. Pupil personnel services include ESL, learning development, school nurse, speech and language clinician, school psychologist, counselors, and adolescent substance abuse counseling services. The School accepts children with academic and/or behavioral difficulties.
- ***Gregg International School*** (PK-8) <http://gis-j.com/> ESL lessons. The School can accept moderately severe learning disabilities if space is available. An aide will be allowed within the classroom. The School offers a small, caring and low stress environment.
- ***International School of Sacred Heart*** (PK-12) www.issh.ac.jp/ The School can support those with mild learning difficulties, or mild to moderate speech impairment, at the elementary and middle school grade levels, and mild to moderate visually-impaired at all grades. ESL classes offered. Shadow teacher is available. The School does not have the facilities or resources to accommodate children with moderate or severe special needs.
- ***International Secondary School*** (5-12) www.isstokyo.org/ A majority of students at ISS get additional support. ISS accepts students with mild to moderate learning disabilities, autism/ASD, ADD/ADHD, at-risk, and behavioral issues. They work with outside specialists, such as occupational therapists, speech therapists (soon on staff), reading specialists, and learning support specialists, and ABA therapists. The general staff are certified in special education. Students with learning differences could receive the following: IEPs, academic counseling, small classroom environment, individual instruction, classroom accommodations/modifications, pull-out services, social skills training, homework support, one-on-one class time, and supervised study periods.
- ***K. International School*** (K-12) www.kist.ed.jp/ Language support is offered. There is a part-time certified student welfare counselor available for counseling and college guidance with a dedicated counseling room. The School can support mild learning disabled, orthopedically impaired, and speech impaired at all grade levels. An assessment or diagnosis service is not available. Financial support is available through the school support program.

JAPAN, Tokyo (cont'd)

SPECIAL EDUCATION (cont'd)

- **Mitsui Gardens International Preschool** (18mths-5yrs) <http://mitsuigardenspreschool.com/> Support is given, on a case-by-case basis, for those with mild to moderate difficulties, whether cognitive or physical, through an individualized program designed to meet the needs of the child.
- **Montessori School of Tokyo** (2½-12 yrs) www.montessorijapan.com/ Generally, classrooms can accommodate a limited number of children with relatively mild special needs (developmental, behavioral, and academic), and have assisted those with mild learning disabled and mentally handicapped in the elementary grade levels, but at this time the school is not accepting new students with exceptionalities.
- **Seisen International School** (PK-12) www.seisen.com/ The Student Support team is made up of the admin team, counselors, nurse, and a learning specialist to assist those having difficulty with academics. Various parts of the developed action plan might include 1:1 ratio or small group pull-out instruction, inclusion or push-in instruction, or a variety of teaching strategies, accommodations, and modifications. College guidance is provided, and a nurse is on staff.
- **St. Mary's International School** (boys only) (K-12) <http://smis.ac.jp/> The School offers an ESL program, and has special needs specialists on staff. Counselors include an academic support counselor, elementary and middle school counselor, and high school/college guidance counselor. There is a nurse available.
- **Tokyo International School (TIS)** (PK-8) <http://tokyois.com/new/> The School has two learning support teachers on staff who assist with a range of learning (reading, writing, and spelling) difficulties from dyslexia, dyspraxia, ASD spectrum, and ADHD. ESL is offered. The school does not have the facilities or personnel required to serve the educational needs of students who have significant physical or emotional challenges, or learning difficulties that may hinder their success in the classroom.
- **Yokohama International School** (PK-12) www.yis.ac.jp Student Support Services team (that includes a school counselor) assists with health and well-being programs, social-emotional programs, school-wide themes, personal counseling, and peer helpers. They provide extra academic support, English-as-an-additional language, English for academic purposes, the mother tongue program, and college counseling. Two learning support teachers on staff provide support both within-class and out-of-class, and in individual and group sessions, for those children who find school challenging. Some children might already have an IEP, and others might have difficulties but are not [yet] identified with a learning difficulty.

JAPAN, Yokohama

SPECIAL EDUCATION

Saint Maur International School (2015)

PK-12

467

<http://www.stmaur.ac.jp/> The School offers programs to children with limited special needs. No wheel chair access. Students with learning differences are welcome providing that the level of support required is within the ability of the school to do so, or with some external support services the cost of which is borne by the parents. As a relatively small school, the level of learning support is limited. It is therefore essential that parents of children with learning differences/needs provide copies of any educational psychologist's report, medical reports, and other professional assessments undertaken, so that the school is able to honestly determine its ability to provide those services required to meet the applicant's needs. The School has a full-time learning support teacher, a speech therapist, and a full-time counselor/psychologist.

Yokohama International School (2015)

PK-12

645

<http://www.yis.ac.jp/> The Learning Support department works in collaboration with the counselors and the English-as-an-additional language (EAL) teachers to support students in the areas of academics, behavior and social and emotional development. Learning support services range from observations and consultation with staff and parents to a range of individualized and group instruction for students with various learning needs. The school welcomes students with diverse learning needs, however, it is not able to accommodate students with severe learning disabilities requiring sustained one-on-one learning or other individualized support. Counseling service include social and emotional support as well as academic and college guidance.

JERUSALEM

SPECIAL EDUCATION

Anglican International School of Jerusalem (2015)

PK-12

275

<http://www.aisj.co.il> The School can accommodate some mild special needs including: mild emotionally disturbed, mild hearing impaired, mild speech impaired, and mild to moderate learning disabled. The school is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and to diagnose specific learning disabilities. The School has an extensive LLS department and full-time shadow teachers/aids.

Jerusalem American International School (2015)

PK-12

122

www.jerusalemis.org The School can accommodate some special needs including: mild emotionally disturbed, mentally handicapped, speech impaired, visually impaired students. The School can accommodate mild to moderate learning disabled students. The School has many stairs and no elevators, so students requiring wheelchairs cannot be accommodated. They take every child on a case-by-case basis. Families must inquire first to determine if they have the resources to support the needs of the individual. Parents with children who have mild to moderate special needs cases are welcome to contact them. All students with special needs are reviewed by the learning support team before admission. The learning support team is able to work with most students in school. They also refer to outside professionals (speech, OT, counseling, etc.) in the community. Please note that while they have several students who have severe learning disabilities, their school is inclusive. They prefer not to pull-out excessively, but rather utilize support shadows (both part and full-time) if needed. Their learning support program consists of mild pull-out sessions (usually during the modern language class) and/or work with families to employ a shadow and provides in-class resources.

JORDAN, Amman

SPECIAL EDUCATION

Post Comments - Additional Special Needs Information (2015)

Al-Masar Child Development Services: Al-Masar is dedicated to providing the highest quality of evaluation services, therapeutic intervention, education, and life skills support to individuals with developmental disorders, neurological dysfunctions and learning difficulties. Al-Masar was founded in 2006 by a group of professionals in the fields of rehabilitation and special education. It offers its services through the Early Intervention Program, the School Program, and Therapy Services (occupational therapy, speech/language therapy and physical therapy).

Al-Masar School is licensed by the Jordanian Ministry of Education to provide its services to students ages 4-21, suffering from developmental disorders, neurological dysfunctions or learning difficulties within the mild range of difficulties. The school is open from 8:00 am to 2:30 pm. Each student's attending hours are determined according to his/her individual needs and capabilities. The school also offers an optional summer course.

Therapy services are provided to school students, early intervention students, as well as students who are enrolled in regular schools and need the support in tutoring or therapy. Therapy services are also available to babies and toddlers. Therapists and teachers are mainly Jordanian and hold degrees recognized by national and international bodies within their specialty areas while the language of instruction is Arabic and English depending on the child's background.

Website: <http://www.almasar.edu.jo> Email: info@almasar.edu.jo

I Learn: I Learn was established in 2014, in affiliation with Al-Masar Child Development Services. I Learn aims to facilitate learning experiences for students with specific learning difficulties, through the provision of comprehensive therapeutic and educational service. Services are conducted in an interdisciplinary manner by well-trained and qualified teachers and therapists in their respective areas of specialty, with further training in the area of specific learning difficulties.

JORDAN, Amman (cont'd)

SPECIAL EDUCATION (cont'd)

I Learn's services include conducting diagnostic assessments, providing learning support services in the form of one-on-one tutoring, small groups instruction, and specific workshops (i.e. study skills or expressive writing), as well as providing occupational therapy and speech and language therapy services.

State-of-the-art remedial programs and curriculums that utilize multisensory modalities and are designed to meet the individual needs of students are used at I Learn, in order to bridge the gaps in academic performance and enable students to access academic curricula in their mainstream schools.

Website: www.ilearn.edu.jo Email: info@ilearn.edu.jo

American Community School (2015)

PK-12

760

<http://www.acsamman.edu.jo> ACS does not offer support for deaf, blind, visually handicapped, emotionally disturbed, mentally handicapped, speech impaired, or orthopedically impaired students. It offers service to those who are mild to moderate learning disabled in the classroom and in the resource room.

It is essential that a student entering ACS be able to succeed in the regular classroom. Limited services are available to children with learning difficulties. Students with mild learning difficulties will be considered for enrollment as long as ACS can responsibly serve their learning needs. ACS will not generally admit students with moderate to severe learning difficulties.

ACS defines students with mild learning difficulties as: those students who require additional support in the areas of reading, writing, mathematics, language processing and organizational/study habits, in order to access ACS' academic curriculum/program. Students with mild learning difficulties are within one year of grade level expectations and do not require modification to the mainstream educational program. (Modification means a change in the curriculum in terms of content, goals, expectations, or level of performance.)

International Community School (2015)

PK-13

710

<http://www.ics.edu.jo/> ICS accepts a limited number of children with mild to moderate special needs. They are taught in mainstream classrooms: children with learning difficulties, children with physical disabilities, children with social or emotional problems, children with a gap in their education due to moving around different schools, and gifted children. Class/subject teachers plan work at different levels to match the ability/experience of all children. In primary school, teaching assistants ensure that the children are accessing the curriculum to the best of their ability. In primary, children are grouped according to ability for literacy and numeracy. In secondary, children are grouped according to ability for mathematics. **Learning Support Assistants** (LSA) offer full or part-time additional support, in all or just a few subject areas. They meet regularly with class/subject teachers to feedback on the progress and achievements of the children they support. For more information please contact Sheena Nolan.

King's Academy (2015)

9-12

510

<http://www.kingsacademy.edu.jo> King's Academy seeks to admit students who are bright, motivated, creative and inquisitive. As part of its non-discriminatory admissions policy, King's Academy will consider students who meet these qualifications, regardless of whether or not they have diagnosed special needs that require specific accommodation. The School will use its resources to help those students reach their full potential. The services provided to each student will vary according to the individual's needs, admission to King's will be granted only where the student's needs do not exceed the school's ability to accommodate them, a decision that the School will make. In the case of an admitted student, a team that includes the parents and appropriate faculty members will use information about the student's specific disability and functional limitations to develop a student action plan. Student action plans include annual goals, as well as a set of accommodations to be provided in class and during exams. Student support also includes sessions with academic support on a regular scheduled basis for skill building and re-teaching curricula.

JORDAN, Amman (cont'd)

SPECIAL EDUCATION (cont'd)

One of many resources for academic support on campus, the Learning Center (LC) complements the work of faculty and advisors by serving as an open and informal resource for all King's Academy students, whether they are struggling with English terminology in their science courses, experiencing difficulties with a research paper or simply grappling with a heavy workload. Available by appointment and office hours, the LC has three core objectives: to assist students with study habits and organization, to hone students' writing and English skills so they can articulate themselves with ease and fluency and to provide support for students through academic strategies across all disciplines. The LC offers one-on-one tutoring (with faculty members, advisors and fellow students from all disciplines), group study, standardized test assistance and special needs learning programs. Upon the referral of their teachers or of their own initiative, students can arrange regular tutoring hours or seek assistance on an ad hoc basis.

KAZAKHSTAN, Almaty

SPECIAL EDUCATION

Almaty International School (2015)	PK-12	556
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<http://www.almaty.qsischool.org/> At this time, AIS does not have the resources to provide for children who have special needs outside the regimen of the regular classroom. It is important that parents deciding to enroll their children fully disclose to the school the nature of their child's learning, including those with Individual Education Plans (IEP's), so they can make an assessment of each child's need. If outside funding can be arranged, it is possible to provide extra services for that particular child, but this must all be agreed upon in writing prior to enrolling a child with special needs.

Haileybury Almaty (2015)	1-13	580
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<http://www.haileyburyalmaty.kz/> The School has a special needs-trained coordinator to assist children with special learning and behavioral needs, as well as gifted and talented pupils.

Miras International School (2015)	PK-12	658
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www.miras.kz The School has a teacher/coordinator assigned to work with LD students. The School also has access to LD teachers able to perform diagnostic tests. The School has programs to accommodate mild emotionally disturbed children high school aged, mild hearing impaired children of all ages, mild and moderate learning disabled children of all ages, mild speech impaired children of all ages, and mild visually impaired children of all ages.

KAZAKHSTAN, Astana

SPECIAL EDUCATION

Haileybury Astana (2015)	PS-11	431
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<http://www.haileyburyastana.kz> Haileybury currently cannot accommodate children with severe learning disabilities, although mild learning disabilities can be accommodated. The school has a LS (learning support) department headed by teacher qualified in learning support. The school is wheelchair accessible.

Miras International School (2014)	K-12	404
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<http://www.miras-astana.kz/en/> The School enrolls only those students for whom there are appropriate educational programs. The School admits learners with mild-learning difficulties only; on a case-by-case basis in compliance with the SEN Policy. The school does not have the facilities to admit learners with severe physical disabilities. The state of the students' health is considered when being enrolled. The following medical contra-indications are hindrances to enrollment:

- Declination in the psychological development of the child;
- Diseases connected with abnormalities of the nervous system;
- Various chronic diseases which may cause difficulties in mastering the material and the handling of an increased leaning load.

KAZAKHSTAN, Astana (cont'd)

SPECIAL EDUCATION (cont'd)

There are mainly local members of staff who are trained to administer psychological tests and diagnose specific learning disabilities, and to work with both gifted/talented and mild learning disabled children. There are several trained specialists in the school:

- Doctor and 3 nurses (Russian speaking)
- 2 speech therapists (Russian speaking)
- 5 psychologists
- Subject teachers with experience on SEN.

QSI International School of Astana (2015)

K-12

216

<http://www.qsi.org/kazakhstan/ast/> QSI Astana offers limited support programs for children with special needs at extra cost. Please contact the school directly for details. The School has a special education teacher and speech language pathologist on staff for consultative services.

KENYA, Nairobi

SPECIAL EDUCATION

Post Comments – Information on Special Needs (2015)

Braeburn School at Garden Estates: www.braeburn.com Braeburn School at Garden Estates has a special needs department to help educate students with certain learning and physical disabilities on a case-by-case basis. They have a special needs staff to help educate students with mild learning disabilities both in the mainstream and out and also offer OT, PT, speech, language therapies, and others. Headteacher Tim Richards: tim.richards@braeburn.ac.ke.

International School of Kenya: www.isk.ac.ke This PK-12 schools offers mainstream or integrated programs for students with mild specific learning disabilities. They also offer inclusion and remedial support from qualified learning disabilities teachers. Occupational, speech and language and physical therapies are not offered by the school, but there is a limited list of recommended therapists in private practice. Counseling services are available within the school environment, and the contacts of recommended counselors in private practice are also available. Students with mild hearing disabilities can be accommodated but parents must provide the necessary equipment, such as audio transmitters for teachers to wear. Unfortunately the campus is not currently accessible to students with physical disabilities who cannot manage stairs, stepping-stones or steep inclines. ISK must be contacted in advance as they accept students on a case-by-case basis.

Kenya Community Center for Learning: <http://newkccl.com> The Kenya Community Center for Learning (KCCL) was founded in 2001 by an American as a pioneer school for children with learning difficulties. This School offers alternative education for 6-21 years with diverse learning challenges. KCCL accepts students from all socioeconomic, cultural and religious backgrounds thus an all-inclusive atmosphere in which students explore and develop their full academic and personal potential. Kenya Community Centre for Learning (KCCL) is a non-profit making community school for learning challenged children.

KCCL offers British National Curriculum preparing their students for International General Certificate of Secondary Education as wells as General Equivalency Diploma for students with American orientation. Their international teaching staff is highly skilled and sensitive to individual need.

KCCL provides programs that are well designed to handle conditions such as include dyslexia, dysphagia, Autism spectrum, and communication disorders, attention deficit disorders/attention deficit and hyperactivity disorder, delayed developmental milestones among others. They are sensitive to the nature of challenge that affects each student and we continually make accommodation for each child. At KCCL, the children go through psychological assessment that prescribes ideal therapy for each child. The types of therapy range from occupational therapy, physiotherapy, to speech, art and music therapies. A special curriculum is developed to ensure maximum learning.

KENYA, Nairobi (cont'd)

SPECIAL EDUCATION (cont'd)

The process of obtaining accreditation will commence with the opening of the school. Graduation requirements will be based on U.S. secondary school standards. Certificates of competency will be issued for pre-vocation subject areas. kenya.infokccl@gmail.com.

The Rosslyn Academy: www.rosslynacademy.com Rosslyn Academy provides learning support services for students with mild learning needs. They must be able to participate in a mainstream regular education classroom (and in high school, a college preparatory curriculum), given accommodations and pullout/inclusion services to work on academic skills. The learning support department consists of a department head, 1.5 full-time elementary specialists, 1 full-time middle school specialist, and 1 full-time high school specialist and 2 English language learner teachers. Typical disabilities presented at our school include reading disability/dyslexia, math disability, dysgraphia, ADHD, speech and/or language disorder, etc. Accommodations are available for some emotional disabilities. They do not currently have the support for any students with intellectual disabilities.

School of the Nations: www.schoolofthenations.org At School of the Nations, students with learning disabilities are integrated into the classrooms. There is a trained special needs teacher and two trained Montessori aides who work with special needs students both in and out of the classroom. Students who cannot be easily accommodated in the classroom work on literacy and numeracy at their own pace with the special needs staff and are mainstreamed for music/art/PE/Sports, etc. OT, PT and speech and language therapies are available at the school. Consultants are outsourced to advise on best practice for meeting needs of individual students. For more information, please email school's operations Manager, Caroline Nyambura: +254(0)735-324124/(0)789-707871 admin@schoolofthenations.org office@schoolofthenations.org.

West Nairobi School: www.westnairobischool.org This Christian K-12 school follows the American system, including aspects of the federal special needs law as much as possible for students who are on IEPs. The director of the school is a former special needs teacher in the U.S. and has hired many U.S. teachers (thirty on staff this year). They currently have ten special needs students in grades K-8. Of these, three are multiply handicapped moderate special needs students, including one with Down's syndrome; four other students have autism and the rest are learning disabled. They believe in least restrictive environment; all but three students are included in mainstream classrooms. The others are integrated for art/music/PE and any other non-academic subjects such as theatre and community service. It is their plan to expand this program into the high school.

Eva Naputuni Nyoike Consultants / Acorn Special Tutorials

www.acorntutorials.org Eva has been involved in Special Educational Needs for over 25 years as a director and head teacher of Acorn Special Tutorials a specialized program for persons with special needs. Eva, together with a group of other professionals founded the only special needs body in Kenya, Special Education Professionals <http://www.sepkenya.com> and was the Chairperson for five years. She was involved in the setting up of the Child Development Center at Gertrude's Children's Hospital Nairobi, Therapies for Kids Kenya and Spalding Trust in Mombasa. Eva realized a need and set up the National Autistic Center – Kenya, a professional non-governmental organization where the focus was to train and empower professionals working with persons with autism. She therefore has a vast network of professionals in the field of special needs education and is aware of the best professionals and services available for the unique needs of our special children. She is currently the only trained Auditory Integration Training Practitioner (AIT) within the region. www.aitinstitute.org She has recently completed her Masters of Science in Education with emphasis in Special Needs Education from Walden University MN. USA and is currently pursuing her doctorate in special needs education, BSc Special Education, MSc Education with emphasis on Special Needs Education.

Consultant and expert in the following areas:

- ✓ Auditory Integration Training (AIT) www.aitinstitute.org
- ✓ Educational assessments and evaluations Placements and referrals to the appropriate schools, programs and services.
- ✓ Vocational Training for persons with special needs Cognitive Stimulation and remedial intervention

KENYA, Nairobi (cont'd)

SPECIAL EDUCATION (cont'd)

- ✓ Creating and implementing individualized educational and therapeutic programs for both home and school
- ✓ Individualized special needs educational training on 1:1 basis
- ✓ Play and intensive interaction to enhance communication
- ✓ Referrals and appropriate school placements
- ✓ Multidisciplinary Team management
- ✓ Training in the area of special needs for parents, care givers and professional bodies and institutions
- ✓ Certificate and Diploma Training in Special Needs Education
- ✓ Advisory role in establishing programs for persons with special needs
- ✓ Consultancy in issues pertaining to special needs education

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KOREA, Busan

SPECIAL EDUCATION

Busan Foreign School (2015)

N-12

204

www.busanforeignschool.org All classrooms are conducted through a differentiated approach, thus students specific needs are identified and targeted based on their current academic, behavioral, and social skills. The school is accessible for the physically handicapped, they have an elevator. The School does not have staff who are trained to administer psychological tests and to diagnose specific learning disabilities. Mild to severe emotionally disturbed, learning disabled, and orthopedically impaired students can be accommodated. Mild to moderate speech impaired and multiply handicapped can be accommodated. Mild visually handicapped and mentally handicapped students can be accommodated.

Busan International Foreign School (2015)

N-12

473

<http://www.bifskorea.org/> The School, at the present time, provides support to students with the following challenges: learning, organizational, and social. Children who are shown to possess an exceptional talent in a particular field will, wherever possible, receive additional support by the school. Due to the small class sizes, such support can often be provided within the general education classroom. When this is not possible, such support may take the form of promotion to a higher grade for all or particular lessons.

Special Education–Procedure: The child is observed by a trained special education teacher (learning support specialist) and information is gathered. The learning support specialist will conduct informal assessments when necessary. The results of the observation(s) and informal inventories will be shared with the team of teachers and the child's parents. Once the support team (teachers and parents) determines that the child would benefit from having extra support, the learning support specialist will start the services. The School uses the model of response to intervention (RTI) prior to proceeding with the special education process. The team will monitor the child's progress and hold a regular meeting to discuss the child's progress. When the child is not making sufficient progress within the RTI model support, a referral to a special education evaluation is made. When the child is identified as having challenges that affect his/her learning, then the IEP is developed.

- Parents are invited to the School for discussions with the team of teachers and principal when necessary.
- A probable differentiation in the curriculum result, within the capabilities of the School to provide this.
- Further records will be kept to document future development.

KOREA, Busan (cont'd)

SPECIAL EDUCATION (cont'd)

If full testing is considered necessary:

- The parents are requested to attend a meeting with the team of teachers.
- It will be recommended that the child receives further testing from the school as well as necessary outside agencies to determine the extent of possible learning challenges. For the evaluations conducted by outside agencies (e.g. educational psychologist, speech and language pathologies), the fee and any other costs are paid by the parents.
- The results of the tests are discussed with the team of teachers and child's parents as soon as possible.

Depending upon the conclusion of the testing, the school will either review its ability to offer the necessary level of support or help to provide an Individual Education Plan outlining:

- Any action to be taken.
- Staffing needs.
- Resources required.
- Any special programs.
- Any necessary medical arrangements.
- Arrangements for monitoring and assessing progress.
- Arrangements for review.

The School will bear in mind the effect of any IEP upon teachers and other students before agreeing to its implementation. Any additional costs will be borne by the parents.

KOREA, Seoul

SPECIAL EDUCATION

Dulwich College Seoul (2015)

PK-12

617

www.dulwich-seoul.kr Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

Korea International School (2015)

PK-12

1,298

www.kis.or.kr Mild hearing impaired, multiply handicapped, and orthopedically impaired at all grade levels. Mild to moderate learning disabled, mentally handicapped, speech impaired and visually handicapped at all grade levels. The School is accessible for the physically handicapped. The School is currently seeking to hire staff that is trained to administer psychological tests and can diagnose specific learning disabilities. Student support services provides students identified with special needs with academic intervention and classroom support.

Seoul American Elementary School (DoDEA) (2015)

K-5

1,027

<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanES/index.cfm> Mild to severe emotionally disturbed, learning disabled, mentally handicapped, and speech impaired students can be accommodated. Mild hearing impaired and visually impaired students can be accommodated. Deaf/blind students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

Seoul American High School (DoDEA) (2015)

9-12

605

<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanHS/index.cfm> Mild to severe emotionally disturbed, learning disabled and speech impaired students can be accommodated. Mild hearing impaired and mentally handicapped students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and diagnose specific learning disabilities.

KOREA, Seoul (cont'd)**SPECIAL EDUCATION** (cont'd)

Seoul American Middle School (DoDEA) (2015) 6-8 445
<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanMS/index.cfm> Mild to moderate speech impaired and learning disabled students can be accommodated. Mild to severe emotionally disturbed students can be accommodated. The School is not accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

Yongsan International School of Seoul (2015) K-12 998
<http://www.yisseoul.org/> The School can accommodate mild emotionally disturbed, learning disabled, and orthopedically impaired students at all grade levels. The School can accommodate the mild speech impaired student at the elementary and middle school grade levels through an outsourced consultant at the school. The School is accessible for the physically handicapped. The School offers support through a Student Learning Center.

GIFTED AND TALENTED

Seoul American Elementary School (DoDEA) (2015) K-5 1,027
<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanES/index.cfm> The School has a gifted and talented program. Admission procedures: a team meets to review the results of standardized tests, cognitive ability individual assessments, teacher recommendations, parent recommendations, and student work. The focus of the program is on enrichment, creativity, critical thinking, and higher order thinking. Students participate for 120 minutes per week through weekly inclusion and monitoring.

Seoul American High School (DoDEA) (2015) 9-12 605
<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanHS/index.cfm> The School has a gifted and talented program. The focus is on enrichment and critical thinking, developing higher level of extension of thinking. Students meet every other day for one period per semester.

Seoul American Middle School (DoDEA) (2015) 6-8 445
<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanMS/index.cfm> The School has a gifted and talented program. Admission procedures: baseline data from standardized testing, classroom grades and teacher/parent request and recommendation. The focus of the program is on creative, critical and higher order thinking through adjustments to the regular curriculum. Students participate every other day based on the A/B day schedule.

KOSOVO, Pristina**SPECIAL EDUCATION**

International Learning Group (2015) PK-5 91
www.ilg-ks.com ILG is currently able to provide programs for children with mild to moderate learning disabilities. In the past year they have worked with an international learning disabilities consultant who has provided testing, diagnosis, and assisted teachers with Individual Education Plans for children with mild learning issues. ILG would not have the capacity to work with severe learning disabilities 50-100% pull-out.

Prishtina High School (2015) 6-12 90
<http://www.prishtinahighschool.org/> The physical plant includes a five story main building that is not serviced with a lift. The School's administration and staff provide a modified 504 plan so that students with learning disabilities and emotional concerns can be offered accommodations and modified curriculum/instructional services. The School's staff includes a licensed psychologist who provides assessment services, counseling and advises faculty about accommodations for mainstreamed students. The School does not provide pull-out services.

KOSOVO, Pristina (cont'd)**SPECIAL EDUCATION** (cont'd)**QSI International School of Kosovo** (2015)

PK-6

27

<http://www.qsi.org/kosovo/ksv/> The desire of the School is to provide success for every child. At this time, they do not have resources to provide for children who have special needs outside the regimen of the regular classroom. It is important that parents deciding to enroll their children fully disclose the nature of their child's learning, including those with Individual Education Plans (IEPs), so they can make an assessment of each child's need. If outside funding can be arranged, it is possible to provide extra services for that particular child, but this must all be agreed upon in writing prior to enrolling a child with special needs.

KUWAIT, Kuwait**SPECIAL EDUCATION****American School of Kuwait** (2015)

PK-12

1,859

<http://www.ask.edu.kw> Services are available for mild special needs students: emotionally disturbed, learning disabled, orthopedically impaired, speech impaired, and visually handicapped. The school is wheelchair accessible. There are limited support programs. Resource teachers give children extra help if needed. The school is willing to work with students that may need extra help in any class. The school has counseling classes for many different issues, such as: bullying, making friends, time management, etc. The school allows teachers to tutor students outside of normal school hours.

The British School of Kuwait (2015)

K-12

2,176

www.bsk.edu.kw Generally, there are no programs for special needs. There are accommodations for a mild learning disability at all levels. The school is wheelchair accessible.

The English School (2015)

PK-8

615

www.tes.edu.kw/ TES will accept special needs students if they understand the student's needs and can educate them effectively without detracting from the education of their peers. However, they do not have special education teachers on hand.

KYRGYZSTAN, Bishkek**SPECIAL EDUCATION****Education Complex Ilim** (2015)

1-11

60

www.ilim.kg The School makes individual programs for learning disabled students.

European School in Central Asia (2015)

2-16yrs

121

www.esca.kg The School currently has no special programs for special needs children. However, the School is launching construction starting summer 2016 to build extra classrooms and to provide an elevator so they can accept children with special needs. The School is also hiring a speech therapist for school year 2015/16.

Hope Academy of Bishkek (2015)

PK-12

160

<http://hopeacademykg.com/> Children with mild disabilities receive parental counseling and adapted coursework or testing accommodation. Children with moderate or severe disabilities have individualized education programs when necessary. The School has several students with learning disabilities, Asperger's, and sight impairment, but no other students with diagnosed disabilities at this time. They have several parent volunteers with training in developmental neurology or counseling who consult on diagnosis, but we do not have someone on staff to do diagnosis. The School is searching for a special needs coordinator, but consults regularly with local specialists and parent volunteers. In the admissions process, they ask parents to identify any special needs their children may have, and consult with teachers to ensure that they can make adequate accommodations prior to offering admission.

Oxford International School (2015)

K-9

www.oxford.kg The School is not ready to offer admission to severely disabled children, although mild conditions are accepted.

KYRGYZSTAN, Bishkek (cont'd)

SPECIAL EDUCATION (cont'd)

QSI International School of Bishkek (2015) 2-18yrs 102

<http://www.qsi.org/kyrgyzstan/kgz/> They do not provide a special education program. They do, however, have paraprofessionals in all classrooms from ages 2 to 11 who provide special and individual help for students. The School provides intensive English classes for students who do not speak English when they enroll. If a student needs special help in specific areas they are usually able to meet those needs.

Silk Road International School (2015) K-11 500

www.sris.edu.kg The School has a trained teacher to teach students with special needs in primary school. They have a special pull-out intensive program for students with learning disabilities.

LAOS, Vientiane

SPECIAL EDUCATION

Vientiane International School (2015) PK-12 471

www.vislao.com The present special education needs program at VIS includes: specific learning difficulties, mild language and communication disorders, emotional and behavioral difficulties, mild sensory impairments, mild medical conditions, and mental health conditions.

Continuous communication, collaboration and commitment are central to SEN and learning support at VIS. The learning support team at VIS includes: special education needs/learning support coordinator, primary and secondary heads, PYP, MYP or DP coordinators, school counselor and parent(s), and teacher and teacher assistant(s).

LATVIA, Riga

SPECIAL EDUCATION

The International School of Latvia (2015) PK-12 335

<http://www.isl.edu.lv/> The International School of Latvia currently serves students through the Learning Resource Center who have a mild to moderate diagnosed learning disability. The level of support depends upon the needs of the student and range from in-class support coordinated with the classroom teacher to individual or small group instruction outside the classroom. They have also utilized one-to-one assistants when needed. The current staff is not able to diagnose disabilities but local resources can be utilized to assist with this. On-site speech, occupational, or physical therapy is not currently offered. The school has one full-time learning resource teacher with a background in special education. Admission of students with disabilities is reviewed by the admissions committee who considers each student on a case-by-case basis.

International School of Riga (2015) PK-11 257

<http://www.isriga.lv/en/> Applications for students with special needs will be considered on a case-by-case basis.

LIBERIA, Monrovia

SPECIAL EDUCATION

American International School (2015) PK-9 80

www.aismonrovia.com The school is not staffed to meet the needs of children with learning disabilities. A child will not be admitted if they need more than 1 period a day (20%) of individual attention.

LITHUANIA, Vilnius

SPECIAL EDUCATION

American International School of Vilnius (2014) PK-12 242

<http://www.aisv.lt/> The American International School of Vilnius accepts students who are able to work towards the successful completion of the AISV academic requirements. AISV recognizes that some of its students will have special learning needs or differences that require learning support. Appropriate services and programs for these students will be provided within the limits and capacity of the School's resources and personnel. The School is, however, unable to provide an educational program to a student who has severe physical, mental, or emotional needs.

LITHUANIA, Vilnius (cont'd)
SPECIAL EDUCATION (cont'd)

The Director, with the assistance of the Intervention Assistance Team, reserves the right to refuse admission to a student if: it is determined that the student would not benefit educationally from the school's academic program; the student has such a poor academic/behavioral record as to be deemed unsuitable for the AISV school community; the student does not reside with a parent or recognized adult guardian; the special educational needs required by the student cannot be met by the school; any student who failed to provide information about a student's special needs or an accurate behavioral history during the application process.

Special Need's Admissions: The principal considerations in admitting children with special needs are that: the parents or sponsoring government or agency provide the school with a valid evaluation conducted by a licensed (school) psychologist, licensed neurologist, or school district; the School has a high degree of confidence that it is able to meet the academic, social, and emotional needs of the student; those needs can be met largely, if not exclusively in a mainstream environment with differentiation of instruction and interventions by the main classroom teacher(s); the child's learning differences and needs do not impede achievement of the overall learning objectives of the class; there is a high degree of parental support for the school's program for the child; children who enter the school on an IEP (Individualized Education Plan) will continue to be evaluated and have new IEP's written at the expense of the parents or the sponsoring government or agency.

The Director with the assistance of the Intervention Assistance Team and outside educational testing will continue to evaluate the child's needs. Continued enrollment will always be dependent on the ability to meet the child's educational needs.

MACEDONIA, Skopje
SPECIAL EDUCATION

NOVA International Schools (2015)	PK-12	608
www.nova.edu.mk Reading Recovery: Grades 5-8 (all students reading below grade level are enrolled in fluency or comprehension programs). Center for Differentiated Learning (CDL): K-12 mild to moderate learning disabilities, dyslexia, and language processing. No facilities or expertise in dealing with emotionally disturbed students. The CDL employs special needs teachers. There are speech specialists and other special needs teachers available in the local community.		

QSI International School of Skopje (2015)	PK-12	72
http://www.qsi.org/macedonia/mcn/ Core subjects such as Reading, Language Arts, and Mathematics are taught at the same time each day. QSI schools do not fund special education teachers and special education programs. Some embassies and sponsoring organizations may provide funds for special education for its students who have more severe challenges. Parents are instructed to check with their Embassy or sponsoring organization to see if funding is available for students with special needs or disabilities. An official educational diagnosis and Individual Education Plan (IEP) must be available if funding is needed.		

QSI schools are not equipped to teach children with challenges (mentally handicapped, multiply handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired, and emotionally disturbed) that require additional services. Children with moderate learning disabilities and delayed academic progress with an IEP may be enrolled.

MADAGASCAR, Antananarivo
SPECIAL EDUCATION

The American School of Antananarivo (2015)	PK-12	227
www.asamadagascar.org ASA is small and strives to meet the needs of every child. The School continues to utilize best practices of differentiation and utilize student data collections to determine the level of learning of each child in the core subject areas. Data collections included in school records are utilized for admissions and as baseline data for all students entering ASA.		

MADAGASCAR, Antananarivo (cont'd)

SPECIAL EDUCATION (cont'd)

The School has three licensed special needs teachers within the school. All are trained in evaluation and preparedness of Individual Educational Plans. They are not equipped for profoundly disabled children in support services such as speech pathology, occupational, and physical therapy (these services are not available at the ASA.)

MALAWI, Lilongwe

SPECIAL EDUCATION

Bishop Mackenzie International School (2014)

PK-12

720

<http://www.bmis.mw/> The School employs educational support specialists to help children with notable educational needs. There are currently four specialist teachers working in the primary school and two in the secondary school. BMIS can cater to a wide range of educational needs, but it has to be said that the school is not a specialist school and there are very limited support services in Lilongwe and the region. The school's educational support team is involved in screening all new admissions to the school so that they can assess whether we are in a position to fully cater for their particular needs. Support for children with mild learning difficulties, through dyslexia, ADHD etc., can typically be accommodated within the normal operations of the school with appropriate support. Educational psychologist reports or additional information are usually required as part of the admission process for entry. The school has a wide range of international students and we recognize that not all children have English as a first language. Classroom teachers are very familiar with the challenges of dealing with children for whom English is an additional language and through the class teachers and specialist EAL support staff, children typically make quick progress to be able to integrate into the general classroom activities.

MALAYSIA, Kuala Lumpur

SPECIAL EDUCATION

Post Comments – Schools for Children with Special Needs (2015) ----

Kuala Lumpur has limited resources for individuals with learning needs. In recent years, more schools and learning centers have opened that offer learning support to children with special needs.

- **Hils Learning Centre Sdn. Bhd** Contact: Hilary Craig, Director, Telephone: (603) 6203 0029

Email: enquiries@hilslearning.edu.my; Website: www.hilslearning.edu.my

Led by Hilary Craig, specialist teacher for persons who learn differently, are 'labeled' as having 'special needs' or have learning difficulties. Though people may also be labeled as having a learning disability, this isn't a term used at Hils. Together with her team, Hilary Craig specializes in developing strategies for helping individual learners meet their own unique challenges. Hils Learning recognizes and utilizes many different methodologies in helping the student who experiences learning difficulty. Carefully observing the individual for their strongest learning mode, they respond by offering learning support, matching the most appropriate remediation to the individual's needs. Difficulties in school or workplace affect the whole family. Training and learning support for the whole family is considered an integral part of all of Hils programs, and Hils programs are designed to include parents and welcome their participation. Hils offers home-schooling support as well as after school support for the different learner, including dyslexia dyscalculia, and other learning difficulties, school entry preparation, social skills development programs, play therapy and expressive therapies.

Hils Learning works closely with: a Behavioral Optometrist for visual difficulties, an Occupational Therapist for sensory and physical therapy, Counselors and Psychologists for child/family therapy and a Nutritionist for dietary advice. Hils Learning liaises with schools, doctors, specialists and other professionals involved with the child. Learning programs vary according to need, and individual programs are designed to suit each child.

MALAYSIA, Kuala Lumpur (cont'd)

SPECIAL EDUCATION (cont'd)

Hilary Craig's professional qualifications include: two undergraduate degrees, BA (Canberra, Australia) and B.Ed. (Toronto, Canada), and a MA.Ed (Nottingham UK). Further specialist qualifications include: dyslexia, English as a second language, math and science, child development & child psychology, and early childhood education. Ms. Craig is accredited in Davis Dyslexia Correction, The Listening Program and Auditory Integration Therapy. She combines these academic qualifications with extensive experience acquired during 30 years in schools and colleges and 10 years of private practice.

- **Early Autism Project Malaysia Sdn Bhd** Contact: Jochebed Isaacs, Director, Telephone: 013-3190301

Sheila Dass, Administrator, Telephone: 03-2094 0421

E-mail: eap@autismmalaysia.com; Website: <http://www.autismmalaysia.com/>

Devoted solely to the treatment of children with autism, Early Autism Project (EAP) was developed in Wisconsin and brought to Malaysia in 2009. Trainers from Wisconsin come annual to train staff and assess standards and programming. EAP Malaysia offers both home and center based ABA programs and services. They provide intensive and individualized early behavioral intervention treatment programs focused on the individual needs of each child and family. EAP supervisors train the family and therapy team to implement curriculum using behavioral interventions which form the basis of Dr. Ivar Lovaas' approach: the use of discrete trials, positive reinforcement, extinction, prompting, shaping and programming for generalization. In addition, a variety of other treatment approaches and strategies may be used to teach specific skills when appropriate for individual children.

EAP Malaysia's expertise is with younger children. They accept children up to 5 years of age, but have worked with families of older children in designing integration programs. The EAP Malaysia center-based program opened in January 2009 and works with children (3-6 yrs.) in a group or 'school' environment with a 1:1 ratio child to therapist/ 'shadow' aide. Children 6 months -1 yr. are taught on an individual basis in a home-based program and then moved to a group or center environment.

- **The Learning Connection** Contact: Sara Brennemen, Director, Telephone: +6 03 6203 6427

E-mail: sara@learningconnection.com.my; Website: www.learningconnection.com.my

This center set up specifically for children with special needs. Classes are based on the development of the child and operate with an individual education plan for each student. There is a maximum of 7 students in each class. The two highest level classes operate with the Calvert Home School Curriculum. Calvert is a fully accredited curriculum from the United States. The head teacher for each class is trained in special education with a teacher assistant. Many of the teaching assistants also have a background in special education or related fields.

- **Oasis Place** Contact: Maalathi Socklingam, Centre Manager, Telephone: +603 2276 9111

E-mail: enquiries@oasisplace.com.my; Website: <http://oasisplace.com.my/>

Oasis Place is one of Malaysia's largest private multidisciplinary intervention centres for Autism and learning different individuals. Their core services are psychology, speech and language therapy, and occupational therapy.

International School of Kuala Lumpur (2015)

PK-12

1,667

www.iskl.edu.my The School is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The School has differentiated teaching and learning for learning needs students. The School has inclusive learning resource support. The School has limited pull-out support.

MALAYSIA, Kuala Lumpur (cont'd)

GIFTED AND TALENTED

Alice Smith School (2015)

PK-12

1,587

<http://www.alice-smith.edu.my/> There are varying degrees of giftedness and as children move along the spectrum of giftedness, they may require greater provision modifications and support services. For admissions - they use the entrance tests as data and previous school reports and consider this information in terms of the current cohort. G&T provision is seen in the context of the cohort. If necessary they use NVR and VR assessments to support placements and assess provision needs.

Identification of More Able and Gifted and Talented Students: Identification is a two-stage process of screening and identification. The Alice Smith School will use a range of identification strategies and criteria including:

- Teacher assessment and professional judgment supported by checklists (checklists of characteristics-generic and subject-specific) and referrals.
- Evidence from pupils' work.
- Evidence from out of school activities.
- Internal observation and monitoring.
- Designated standardized tests (CEM data, reading/spelling assessments, verbal/non-verbal reasoning assessments, QCA assessments, PM Benchmarking).
- Diagnostic testing and educational psychologist reports.

The school recognizes that not all more able and gifted and talented pupils can be recognized through their 'attainment'. Many gifted and talented pupils are difficult to identify; including underachievers, EAL children, children with other individual needs, children who are the youngest in the year or children with poor behavior. Identification should, therefore, involve the use of multiple criteria (three or more) and must be ongoing. The school aims to develop its use and understanding of each of these areas.

The Alice Smith School seeks to extend and enrich the educational opportunities for all pupils, including those pupils who are more able. The Gifted and Talented program helps to ensure that they recognize, support and provide for the needs of their more able children at the Alice Smith School.

MALI, Bamako

SPECIAL EDUCATION

American International School of Bamako (2015)

PK-12

166

<http://www.aisbmali.org/> The School provides services for mild learning needs, with students receiving less than 20% support of the school day.

Admission Procedures: Part of the registration requirement is providing report cards from the last three years of school. The current teacher(s) is asked to complete a confidential reference form on the applicant. If this information indicates that the prospective student will be successful at AISB, the student is admitted. If there are any gaps in this information or questions as to whether the child's educational needs can be met, an admissions test (short version of MAP) is given.

As a small school, students receive a lot of attention and it is difficult for them to "fall between the cracks" as sometimes happens in much larger schools. AISB has a full-time learning support teacher/program. The Learning Support Program is dedicated to fostering the intellectual and emotional growth of students. It is intended to provide assistance to students whose learning diversity requires additional supports and strategies to maximize success. This includes students that have been identified as gifted and talented, as well as students with academic, and, or organizational needs. Learning support services are available to all students. Learning Support services range from classroom observations and consultation with staff and parents, to a range of in-class support, individualized or small group instruction for students with various learning needs. At the present time, the learning support center is able to cater to students who are intellectually capable of meeting all

MALI, Bamako (cont'd)

SPECIAL EDUCATION (cont'd)

curriculum and assessment requirements; however, may need accommodations to demonstrate their achievement.

Following the identification of a learning need, a Student Support Team meets to discuss and determine the strengths and weaknesses of the student. Appropriated strategies are implemented in the classroom and further data is collected. If necessary a Learning Support Plan (LSP) is developed, with input from the student, parents and AISB teachers. The goals and strategies are evaluated throughout the year with the director, class/subject teacher, learning support teacher, student and student's parents, working in partnership to ensure each student reaches his/her academic potential. Students who need extra pullout support are given this on a 1-on-1 basis or in small groups – usually instead of taking French. There is an extra fee for this service.

MALTA, Valletta

SPECIAL EDUCATION

Chiswick House School/St. Martin's College (2015) PK-12 1,416

<http://chs.edu.mt/> Mild emotionally disturbed/learning disabled/speech impaired at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. The School is accessible for the physically handicapped student. They have staff that has been trained to work with the gifted, learning disabled and other types of handicaps and can administer psychological tests and diagnose specific learning disabilities. They offer alternative learning programs – during these sessions students are either helped with a learning support assistant in the classroom or they helped on a one-to-one basis.

QSI International School of Malta (2015) PK-12 104

<http://www.qsi.org/malta/mlt/> The School can support mild: learning disabled, speech impaired, and orthopedically impaired children. At QSI International School of Malta they have two certified special education teachers who provide instruction in the mainstream environment as well as consult with other faculty on an 'as-needed' basis. The certifications and endorsements are from the United States. They are available to offer any general education teacher advice, observations, individualized plans, and assistance in order to meet the needs of the individual child.

The School offers instruction based off of the Mastery Learning Philosophy. That said, students are placed according to their age and then often pulled out to attend various classes that best match their academic abilities. While there is not a formal special education department, QSI International School of Malta strives to individualize, support, and challenge each student according to their learning profile. If a child who attends their school has a disability such as hearing or speech impairment, the state (pending proper documentation) provides a learning support assistant (LSA). Each learning support assistant is placed in the classroom with the student in order to provide direct instruction and offer support for the child. If there is documentation yet the student does not meet the requirements of the state, the parents have an option to pay out of pocket for an LSA. In the past they have provided service to students with the following special needs: learning disability, cognitive disability, speech impairment, and hearing impairment.

Verdala International School (2015) PK-12 321

<http://www.verdala.org/> Mild hearing impaired at the elementary and middle school grade levels. Mild learning disabled at all grade levels. Moderate learning disabled at elementary and middle school grade levels. Moderate mentally handicapped at the middle school grade levels. Mild orthopedically impaired at the elementary school grade level. Moderate orthopedically impaired at the elementary and middle school grade levels. Mild speech impaired at the elementary school grade level. Mild visually handicapped at the high school grade level. The school is accessible for the physically handicapped student.

MALTA, Valletta (cont'd)

GIFTED AND TALENTED

Chiswick House School/St. Martin's College (2015) PK-12 1,416

<http://chs.edu.mt/> Gifted and talented children are identified and efforts are made to challenge them within the classroom setting through differentiated teaching and learning strategies. G/T students are also invited to participate in our School of Excellence Program. This specialized program will extend their learning in a number of diverse areas such as creative writing, information technology and computer science/robotics, the classics and sports.

Verdala International School (2015) PK-12 321

<http://www.verdala.org/> The School has gifted and talented programs. Admission to the gifted talented program is through past school records or intelligence test. Adjustment to the curriculum and advanced level work is available. Daily adjustments are made in mainstream class.

MARSHALL ISLANDS, Majuro

SPECIAL EDUCATION

Majuro Cooperative School (2014) PK-12 319

<http://majurocooperativeschool.org> Students who have difficulty learning may be referred for special education testing and services. Referrals may be initiated by parents, teachers or the principal. Parents must be notified of any specialized testing and/or programming for their child. The special education teacher evaluates the referral student. If the child qualifies for special education, the special education teacher develops the Individual Education Plan (IEP) and oversees the implementation of the IEP. The special education teachers and the other support staff may provide other support services for struggling students. These services may include small group work, English language learning (ELL) support, and individualized support. All K-8 and high-school students take SAT tests. Students in grades 3, 6, 8, 10 and 12 take MI-SAT, scheduled through the Ministry of Education. K-8 Students are tested for basic reading assessment 2 or 3 times each year. English language is tested once a year, and writing is assessed fall and spring.

MAURITIUS, Port Louis

SPECIAL EDUCATION

Alexandra House School (2015) K-6 100

<http://www.alexandrahouseschool.com/> Mild emotionally disturbed, learning disabled, and orthopedically impaired at the elementary grade levels can be accommodated. The school is not accessible for the physically handicapped. The School has staff trained to administer psychological tests and diagnose specific learning disabilities.

Clavis International Baccalaureate Primary School (2015) PK-6 454

<http://www.clavis.mu/> Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired and visually handicapped at the elementary grade levels. Mild fine motor difficulties, mild sensory integration problems, other medical conditions such as asthma, eczema, allergies, and type 1 diabetes. Clavis defines itself as an inclusive school and accepts students with mild difficulties on a case-by-case basis for supported integration into the mainstream (regular) classes. The School offers counseling and learning support services. The School has also made arrangements for speech and language therapy to be available on site.

International Preparatory School (2015) N-6 360

<http://www.ips-mu.com/> Mild learning disabled at the elementary grade levels. The School employs a special education needs coordinator as well as a second language specialist. They work with students on a short-term basis. Students with mild learning difficulties such as ESL, ADD, ADHD, are admissible as long as the student can cope in a regular classroom.

MAURITIUS, Port Louis (cont'd)

SPECIAL EDUCATION (cont'd)

Le Bocage International School (2015)

6-12

595

<http://www.lebocage.net/> Special needs students are accepted at Le Bocage if they fall within the “normal range of ability” for a child of their age. This is determined by completion of a test in both English and mathematics, however support for learning is provided for a small number of students with specific learning difficulties, such as dyslexia, attention deficit disorder, dyspraxia, and dyscalculia, LBIS has a special education needs team of three teachers, and a nurse who works with the mainstream curriculum teachers. The aims of the department are to help students to overcome the specific learning difficulties that they face. This is made through differentiation in lessons, support in mainstream classes, withdrawal from a subject on a short-term basis or in very few cases, and a reduced curriculum. Mild emotionally disturbed, hearing impaired, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired. Mild to moderate learning disabled.

GIFTED AND TALENTED

Alexandra House School (2015)

K-6

100

<http://www.alexandrahouseschool.com/> Admission to the program is through normal classroom observation plus grade level testing and diagnostic reading test. The focus of the program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking, advanced level work in traditional academic content areas, and pull-out for special gifted sessions. Students are involved once a week for 4 hours as appropriate to their individual needs.

MEXICO, Ciudad Juarez

SPECIAL EDUCATION

Post Comments – Education Options (2015)

For those parents who have children with mild learning disabilities, delayed speech development, ADD and ADHD the school below does provide specialized help for students. Many of the private schools in El Paso and Juarez do not employ special need staff at the school, but do outsource. Any student with special needs attending public schools in the El Paso area will receive services related to their needs.

- **El Paso Bridges Academy**, <http://www.bridgesacademy.org/> . Private, grades 1-9

901 Arizona El Paso, TX 79902-0799 Telephone: (915) 532-6647

The El Paso Bridges Academy offers children a safe and caring environment in which to learn. The school was established in 1979 for children with dyslexia and attention deficit disorder. It has very small classes (8-10 students per class) and a very relaxed and informal atmosphere. All students' schedules are individualized for reading, language arts, and mathematics. The Academy's teachers are specially trained proven teaching methods. The El Paso Bridges Academy is accredited by the Texas Alliance of Accredited Private Schools.

MEXICO, Guadalajara

SPECIAL EDUCATION

American School Foundation of Guadalajara (2015)

PK-12

1,509

www.asfg.mx The School does not have a special education program, special education teachers nor an identified gifted and talented program. They can work with students with mild special needs, but only when they can be successful in the normal classrooms. The school has ramps for those students who use wheelchairs.

The Canadian School (2015)

PK-3

557

www.canadianschool.com.mx Canadian School has a Student Services Department that provides leadership and support to students, staff, and parents through the coordination of programs directed to support and enhance the academic, social, and personal growth of students. The School offers modifications and adaptations for students with mild special needs such as learning disabilities or specific learning and/or behavior needs. Student Services offers pull-out services (daily lessons for 45 min) for mild academic needs and counseling services for socio-emotional needs. The School has resource teachers (learning support teachers) and works closely with specialists in the city for formal diagnosis and therapy services.

MEXICO, Guadalajara (cont'd)

SPECIAL EDUCATION (cont'd)

Istituto Thomas Jefferson, Valle Real Campus (2015) PK-12 552
<http://itjvallereal.com.mx> Students with special needs are assessed on a case-by-case basis and the School analyzes the possible integration with or without a monitor. Monitors are interviewed by school staff and work together with the Human Development Department but are externally hired by the families.

Lincoln School (2015) PK-12 465
<http://lincolnschool.edu.mx/> The School provides service with a trained specialist from the National Institute for Learning Development who currently works with thirteen children in a pull-out program for 80 minutes per child once a week. She works primarily with students who struggle with reading, writing and math.

GIFTED AND TALENTED

Istituto Thomas Jefferson, Valle Real Campus (2015) PK-12 552
<http://itjvallereal.com.mx> ITJ provides gifted and talented services as an answer to the learning needs of our highly able students. The Gifted and Talented program functions as a project-based learning, pull-out experience for K2-12 students with high scores on the Wescher Scale. The program considers the studies and ideas of Francoys Gagné, who differentiates gifts from talents and affirms that potential is developed and turned into a talent by formal and informal catalysts, which include intrapersonal abilities and learning processes. Our Gifted and Talented Program provides students with tools and strategies to complete different projects. If, for example, a student is interested in science, he will follow the process of choosing a topic, design a general plan, gather meaningful information and learn new tools to share his project to a real audience. As part of the project, G&T coordinates an acceleration program by subject in the areas of math and science.

MEXICO, Hermosillo

SPECIAL EDUCATION

Post Comments – Schools Available for Special Needs (2015) ----

In Hermosillo there are several schools that provide support for special needs students, but higher levels of spoken Spanish would greatly assist in these efforts. Many of the private schools in Hermosillo make an effort to help special needs students. While the schools may not have a special education program they do try and work with the families.

- **Preescolar D'Corazon:** This school is located north of the Consulate. This school has an inclusive perspective on education. The classrooms have assistants that work with the children. There are also pull-out time when some of the students when they work on linguistics and physical therapies. While there are a few who speak English in the school the challenge is making sure that Consulate children are paired with the assistants. There is a waiting list for the school; however, it seems the school is willing to work the Consulate.
<http://www.decorazonac.com/quienessomos.php?ids=1>
- **Autismo:** This school is around the corner from D'Corazon. This school specializes in Autism. There are a limited number of spaces because the school is set up for each student to have their own teacher. The school ranges from Kindergarten to 13 years of age. While there is a waiting list the school tends to make the best match for students with teachers. The school seems to try and prepare the students for life after school.
<http://teleton.org/te-ayudamos/autismo>
- **Comunidad Down Siglo:** This school is for Down syndrome students. The school works in appropriate subjects for this audience and plans activities accordingly to the needs of the students. The challenge with this school is that there are very few English speaking personal in the school.
<http://www.comunidaddownsigloxxi.org/>
- **CRIT Sonora:** CRIT Sonora is a facility geared towards therapies for special needs children. The facility has nutritionist, on site medical staff, pool therapy, visual therapy, physical therapy, and linguistic therapy. There is some staff that speaks English. The facility has many programs that are molded to what each child needs. There is a wait list however; CRIT seems willing to work with the Consulate. <http://teleton.org/te-ayudamos/sistema-infantil-teleton>

MEXICO, Hermosillo (cont'd)
SPECIAL EDUCATION (cont'd)

Bambú Montessori (2015) PK-6 95
<http://www.bambumontessori.edu.mx/> The School can adapt to a child who has learning disabilities into their program. They evaluate the child and then discuss with the parent their recommendation for which classroom and instructor is a good match to provide the best educational opportunity to them.

IMARC Hermosillo (2015) PK-6 600
www.imarchermosillo.edu.mx The School does not have any programs for any level of special needs children. They did accept a student in a wheel chair recently and installed ramps throughout to assist them with getting around the school.

Prepa Tec Tecnológico de Monterrey (2015) 10-12 500
<http://www.itesm.mx/wps/wcm/connect/Campus/HER/Sonora+Norte/Programas+educativos/Prepa+Tec/> The School does not offer any services for those with learning disabilities or emotional conditions needing special services. The School can accommodate students with some physical handicaps i.e. wheel chairs, mild hearing impairments, dyslexia.

Secundaría Thomas Alva Edison (TAES) (2015) 7-9 480
www.her.itesm.mx/taes/ The School does not offer any services for those with learning disabilities or emotional conditions needing special services. The School can accommodate students with some physical handicaps i.e. wheel chairs, mild hearing impairments, dyslexia

GIFTED AND TALENTED

Prepa Tec Tecnológico de Monterrey (2015) 10-12 500
<http://www.itesm.mx/wps/wcm/connect/Campus/HER/Sonora+Norte/Programas+educativos/Prepa+Tec/> Prepa TEC prides itself on programs for gifted and talented students in the areas of mathematics and science. Contact them directly for more information.

Secundaría Thomas Alva Edison (TAES) (2015) 7-9 480
www.her.itesm.mx/taes/ The School does not offer any services for those with learning disabilities or emotional conditions needing special services. The School can accommodate students with some physical handicaps i.e. wheel chairs, mild hearing impairments, dyslexia.

MEXICO, Mexico City
SPECIAL EDUCATION

Post Comments – Mexico City School Information (2015) ---- ----
 It is imperative that parents determine whether a school can meet the educational needs of their children, particularly if they have special needs. Very few schools have the resources and programs to support children with special needs, and those that do typically only accommodate mild disabilities. Similarly, schools generally do not offer specialized programs for gifted and talented students. It is incumbent on the parents to interview schools prior to enrollment and to understand any limitations that may exist in meeting their children's particular needs.

Schools with Special Needs Programs

- **The American School Foundation** (ASF) Grades PK-12 Web: www.asf.edu.mx. ASF can accommodate students diagnosed with mild to moderate learning disabilities, speech and language impairment, and attention deficit hyperactivity disorder.
- **Greengates School** Grades PK-12 Web: www.greengates.edu.mx. Greengates does not have a special needs department, but the school will discuss options and work with parents on a case-by-case basis.
- **Westhill Institute** Grades PK-12 Web: www.westhillinstitute.edu.mx. Westhill is an inclusive school that offers special education services such as individualized education plans (IEPs), academic and social counseling, differentiated curriculum, and specialized classes.

MEXICO, Mexico City (cont'd)

SPECIAL EDUCATION (cont'd)

- **British American School** Grades PK-12 Web: www.british.edu.mx/mex. Limited special needs; The British American School can address mild special needs through its Programa de Apoyo Didáctico, which provides students with additional academic support. Enrollment, however, is limited to three students per class.
- **Colegio Eugenio de Mazenod** Grades PK-12 Web: www.mazenod.edu.mx. Students with learning challenges and regular physical development have access to a support team that provides them with individualized strategies to facilitate their learning. Students with particular cognitive and/or emotional characteristics that may affect their academic progress in the regular classroom are assisted by the Integration Group.
- **Instituto Cumbres Mexico (Catholic, all boys)** Grades 1-12 Web: www.cumbresmexico.com. No special needs programs but may admit students on a case-by-case basis.
- **Instituto Rosedal Vista Hermosa (Catholic, all girls)** Grades 1-12 Web: www.cumbresmexico.com. No special needs programs but may admit students on a case-by-case basis.
- **Monarch Therapy School** Web: www.monarchmexico.org/indes.php/en/therapy-school. *Mission:* Monarch Therapy School is a psycho-educational center dedicated to empower the children they work with, leading them to raise their own expectations, achieve greater independence, and integrate harmoniously with their environment. *Curriculum:* SEP. *Language of instruction:* Bilingual, Spanish or English depending on IEP. *Extracurricular activities:* The Monarch School has an afternoon therapy center that children can attend if they require additional therapeutic services. *Special needs:* Students at the school have generally been diagnosed with and/or display characteristics within a variety of spectrums, including autism spectrum disorder; attention deficit (hyperactivity) disorder (ADD or ADHD); epilepsy and related disorders; and emotional, social, and behavioral development difficulties. The school currently has 20 students ages 2 to 16, with one teacher for every two students. Students are grouped in terms of their development stage, having a range of 3 to 4 chronological years amongst their peers. Monarch Therapy School is able to work a shared program with other school setting depending on the child's needs, coming to Monarch part time.
- **Colegio Atid (Jewish)** Grades PK-12 Web: www.atid.edu.mx. Limited case-by-case basis. Language of instruction is trilingual: Spanish, English, Hebrew.
- **Escuela Montessori de la Ciudad de Mexico** Grades PK-6 Web: www.montessorimexico.com.mx. Limited case-by-case basis. Language of instruction: Spanish with two hours of English per day.
- **Lycee Franco-Mexicain** Grades PK-12 Web: www.lfm.edu.mx. Limited case-by-case basis. IEPs available. Language of instruction: French and Spanish.

MEXICO, Tijuana

SPECIAL EDUCATION

Post Comments (2015)

Consulate children are welcome at San Diego area schools and post has a standing MOU with the Sweetwater Union High School District and the Chula Vista Elementary School District to guarantee admission to Sunnyside Elementary School, Bonita Vista Middle School and Bonita Vista High School. These excellent schools offer gifted and talented programs as well as services for mild to moderate special needs. These schools operate on a modified year round calendar with school starting in late July and ending in early June.

School Options (2015)

- **Sunnyside Elementary School** (K-6) Special education services are available and SES serves as a center in the district for children who have mild to moderate special needs. The School has the services of a speech therapist and other specialists who are on site and shared throughout the district. The principal welcomes USG dependents, including those having special needs. <http://www.cvesd.org/sunnyside/default.aspx>
- **Loma Verde Elementary School** (K-6) The School provides some special education services for kinder-grade 6 and offers the Dual Immersion Program. All special education services are determined by

MEXICO, Tijuana

SPECIAL EDUCATION

assessment/evaluation and IEP team meetings. If there are students requiring special education needs, the pupil services staff will need to be included in placement decisions. The School has the services of a speech therapist and other specialists who are on site and shared throughout the district. The principal welcomes USG dependents, including those having special needs.

- **Eastlake Elementary School** (K-6) The School has a range of special education services from speech and resource support to special day class that provides more significant classroom support for identified students, and they offer the Dual Immersion Program. All special education services are determined by assessment/evaluation and IEP team meetings. If there are students requiring special education needs, the pupil services staff will need to be included in placement decisions. The principal welcomes USG dependents, including those having special needs.
- **Bonita Vista Middle School** (7-8) <http://bvm.sweetwaterschools.org/> Extensive programs.
- **Bona Vista High School** (9-12) <http://bvhs.sweetwaterschools.org/> Extensive programs.

MOLDOVA, Chisinau

SPECIAL EDUCATION

QSI International School of Chisinau (2015)

PK-12

67

<http://www.qsi.org/moldova/mdv/> For children with handicaps the School has a classroom supported system, i.e. mainstreamed. The School has the ability to assist children with learning disabilities, mentally handicapped, with multiple handicaps, who are hearing impaired, sight impaired and mentally disturbed. Please contact the school to determine if it can adequately address your child's needs. The School tries to accommodate the individual provided resources are available, usually in the form of American expatriates with backgrounds in early childhood development. All of the above depend on the severity of the handicap. Contact with the School is essential before making the decision to come to post, so that the School's ability to address a specific situation can be determined. The School does not have on-site capability to diagnose special needs.

MONGOLIA, Ulaanbaatar

SPECIAL EDUCATION

International School of Ulaanbaatar (2015)

PK-12

341

www.isumongolia.edu.mn The SEN program supports students who have been identified by classroom teachers because of concerns that they are not meeting grade level expectations. Students in both primary and secondary are considered to have mild levels of support so they receive either in-class support or pull-out depending on how far behind their peers they are academically. Student identified concerns include: dyslexia, ADHD, autism, behavioral and social/emotional issues. The School has an elevator so that non-ambulatory students can attend the school.

Weekly Student Support Team (SST) meetings are held for both primary and secondary programs to review student progress and strategize about newly identified students of need. Individual teachers are invited when the team needs additional information or to discuss educational strategies. The teams are comprised of the heads of primary and secondary, English-as-an-additional language staff and the SEN staff. There are 1.5 full-time SEN and two full-time EAL staff. These staff will do classroom observations and consult with staff about differentiating, accommodating and modifying, if necessary, teaching methods.

When a formal referral is received and the SST decides testing is appropriate, parental approval is gotten and testing is then done by a SEN staff member. Frequently the Woodcock/Johnson batteries are used to assess students and recently the Special Needs Assessment Profile (SNAP) is also administered. If the team decides that the student is in need of an educational psychologist assessment names of professionals in SE Asia are given to the parents because there are none in Mongolia. Students applying to enter ISU are assessed by the heads of primary and secondary to determine if the needed services can be provided by the school and its SEN staff.

MOROCCO, Casablanca

SPECIAL EDUCATION

American Academy Casablanca (2015)	PK-12	401
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www.americanacademy-casablanca.com A fully operating special education program at this time is not available at AAC. However, classroom teachers differentiate in the classroom to meet the needs of students. Plans are being made to offer special education programs for the 2015–2016 school year.

George Washington Academy (2015)	PK-12	790
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www.gwa.ac.ma Mild learning disabled students can be accommodated at all grade levels. However, moderate or severe learning disabled students can only be accommodated at the elementary level. The school can accommodate mild visual impairments as well. The school is not accessible for the physically impaired.

MOROCCO, Rabat

SPECIAL EDUCATION

Rabat American School (2015)	PK-12	474
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<http://www.ras.ma/> RAS does not offer a program for students who have come from self-contained special education programs or who have had a private assistant in the classroom at another school.

RAS learning support does not provide an alternate course of study or alternative program; rather it is meant to help the student be successful within the regular school curriculum. Learning support is intended to help the student develop learning strategies and to provide accommodations in the classroom that will enable academic success. Students may receive learning support in a variety of settings.

When a student's special needs are known, the parents are required to provide all copies of all reports and evaluations related to the child's diagnosis to the Admissions office prior to their posting. The child study team and administration will determine whether a student's special needs can be met within the context of the school. Decisions regarding admission and services for students with mild learning needs will be made on an individual basis within policy and program guidelines and within existing capabilities of the school.

They do not offer services for the following: deaf/blind; emotionally disturbed; hearing impaired; learning disabled (moderate and severe); mentally handicapped; multiply handicapped; orthopedically impaired; speech impaired; and visually handicapped.

NEPAL, Kathmandu

SPECIAL EDUCATION

The British School, Kathmandu (2015)	N-YR13	390
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www.tbskathmandu.org The School has a learning support section to assist students with special educational needs, emotional and behavioral difficulties and English-as-an-additional language. Where additional support above what the school can offer is required, the school can advise and possibly find an appropriate assistant, though the funding must come from the parents. The school building is not appropriate for wheelchair users.

École Française Internationale de Katmandou (2015)	PK-5	42
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www.efiktm.com Special needs students can be admitted in the school after interview with the principal. An individual curriculum might be established after studying the child's file. The school has no specialized staff able to diagnose or work individually with the student.

Lincoln School (2015)	PK-12	244
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www.lsnepal.com Lincoln School has the capability to assist students with mild learning disabilities. At the time of admission, students with learning disabilities will be screened to determine the extent of their learning issues, and/or previous assessments will be reviewed. Those students with severe learning needs (defined as less-than-normal IQ, i.e. below 85, and functioning at a level more than two years below grade level in several academic areas and/or with a severe physical handicap) will not be granted admission because of the school's inability to meet the applicant's educational needs and the applicant's potential inability to benefit from our educational services. Admission decisions involving students with learning disabilities and/or severe physical

NEPAL, Kathmandu (cont'd)

SPECIAL EDUCATION (cont'd)

handicaps will be decided by an admissions committee consisting of the director, the principal, the counselor, and a resource teacher.

Staff: There is currently one secondary resource teacher with a total student population in the secondary school of approximately 139 students. At the elementary level, Lincoln employs one elementary resource teacher for a total elementary population of 121 students.

Forms of Support Available: Possible forms of learning support at Lincoln are: pull-out classes in math and reading & writing with a resource teacher; occasional in class support from the resource teacher; in the secondary, after school support is also available from 3:15 to 4:00 p.m. on certain days, depending on the availability of teachers.

Further Notes on Admission: Due to the limited staff resources and size of the school, the decision to admit a student who will require additional support depends greatly on the already existent demands being placed on the resource teachers. Because of the time and context dependent nature of the decision-making process for admission it is not always possible to provide parents a guaranteed admission more than one year prior to a student's proposed start date. Typically, upon receiving a completed application from a student who has received learning support in the recent past, the School will request the most current IEP, if one has not already been made available. In addition contact information for the student's most current resource teacher will be requested to allow the admissions committee to gather sufficient data to make a determination as to whether or not the applicant has the ability to benefit from our educational services.

NETHERLANDS, Amsterdam

SPECIAL EDUCATION

International School of Amsterdam (2015)

PK-12

1,234

<http://www.isa.nl/09/homepage/homepage.html> While the School has limited facilities and resources available to students with special needs, admission may be offered to students with mild to moderate learning challenges or physical disabilities, at the discretion of the admissions committee. Initial screening, in-class, and group support may be provided through the Student Support Department. Support services may be subject to additional fees. Applicants will need to provide complete documentation of their academic history, psychological/educational evaluations, and details of extra academic or specialist support they have had or are currently receiving. Once the application is complete, the admissions team will evaluate the application and decide if the school can accommodate the student. Withholding information about special needs may lead to the withdrawal of the student.

NETHERLANDS, Rotterdam

SPECIAL EDUCATION

The American International School of Rotterdam (2015)

PK-12

214

www.aisr.nl One of the learning objectives at AISR is to "ensure that both the faculty and the curriculum take into account individual learning styles, needs and levels of ability of the diverse student body in both instruction and assessment". The Academic Support Program at AISR is designed to help students cope successfully with the curriculum demands at their grade level. Each student is individually evaluated during the admission process to determine what level of support is required. AISR provides a full spectrum of learning support, which includes provisions for students who require services identified in four tiers:

- **Level of Support- Tier 0:**

Tier 0 support services may include:

- 20 min. of administrative time per week

Fees: There is no cost associated with Tier 0 students.

- **Level of Support - Tier 1:**

Tier 1 support services may include:

- Small group (3-4 students) instruction 2-5 periods per week in either a push-in or pull-out setting.
- Accommodations for assignments and testing situations.

NETHERLANDS, Rotterdam (cont'd)

SPECIAL EDUCATION (cont'd)

For staffing, admissions and administrative purposes, it should be noted that a Tier 1 student requires approximately:

- 20 minutes of learning support administrative time per week
- 45 minutes with a learning support teacher per week
- 225 minutes with a learning support educational assistant per week
- 290 total minutes of learning support time per week

Fees: There is a € 4,000.00 per school year cost for a Tier 1 student.

- **Level of Support -Tier 2:**

Tier 2 support services may include:

- 1-on-1 or semi-private (2 students) instruction from a learning support specialist 5-10 periods per week.
- Need for specialists (OT, PT, SLP, and behavioral specialists) to work with the school on an ongoing basis.
- Accommodations and modifications for assignments, instructional delivery, and testing situations.

For staffing, admissions and administrative purposes, it should be noted that a Tier 2 student requires approximately:

- 180 minutes of learning support administrative time per week
- 225 minutes with a learning support teacher per week
- 450-675 minutes with a learning support educational assistant per week
- 855-1080 total minutes of learning support time per week

Fees: There is a € 8,000.00 per school year cost for a Tier 2 student.

- **Level of Support -Tier 3:**

Tier 3 support services may include:

- Daily 1-on-1 pull-out instruction in major subject areas (10+periods per week).
- Intensive in-class support in major subject areas provided by the learning support teacher or educational assistant.
- Extensive accommodations and modifications for assignments, instructional delivery, and testing situations.

For staffing, admissions and administrative purposes, it should be noted that a Tier 3 student requires approximately:

- 360 minutes of learning support administrative time per week
- 225 minutes with a learning support teacher per week
- 675-900 minutes with a learning support educational assistant per week
- 1260-1485 total minutes of learning support time per week

Fees: There is a € 12,000.00 per school year cost for a Tier 3 student.

NETHERLANDS, The Hague

SPECIAL EDUCATION

American School of The Hague (2014)

PS-12

1,182

www.ash.nl **Learning Support:** Learning support is available to students in grades 1–10 with identified learning disabilities or academic difficulties. Students must meet eligibility requirements in order to receive learning support. Learning support is delivered individually, in small groups, in content classrooms, and/or in the Learning Support Class (LSC). Learning support teachers assist students in developing effective learning strategies, remediate skill deficits, and work with content teachers to ensure necessary accommodations are implemented.

NETHERLANDS, The Hague (cont'd)

SPECIAL EDUCATION (cont'd)

Lighthouse Special Education (2015)

3-14yrs

www.lighthouse.nl/ Lighthouse is a small international English speaking school for Special Educational Needs children. Lighthouse offers a very safe environment and a very qualified and experienced staff. Children will follow an IEP, an individual education plan. The children are in self-contained classrooms with up to 8 children. There is a high student to teacher ratio: one class teacher and 3 assistants. Many of the children are on the autistic spectrum. There are 4 therapists working on site: OT, PT, SPL, SI therapy. Children can integrate with an assistant in the international department of HSV.

Some of the special needs programs: ABA training (Applied Behavior Analysis); STAR program (Survivors Taking Action & Responsibility); PRT training (Pivotal Response Treatment); PBS program (Positive Behavioral Support); Makaton (sign language); Edmark (special reading program).

Needs that can be served at Lighthouse: autism spectrum disorder (majority of the children); dyspraxia; PDD-NOS; ADHD; Down syndrome; sensory integration disorder; unspecified metabolic disorder; delayed psychomotor development; lack of social skills; delayed expressive and receptive language development; global developmental delay; difficulties in social understanding and flexibility in social situations; unable to communicate with vocal speech (using sign language plus vocal approximations) and so on.

The staff of Lighthouse is highly qualified and experienced in working with special needs. There are SEN teachers, special needs assistants, and a multi-disciplinary team composed of: OT, PT, and SLT.

NEW ZEALAND, Auckland and Wellington

SPECIAL EDUCATION

Post Comments (2015)

State and integrated schools receive the majority of funds from the Special Education Grant from the Ministry of Education and therefore have more resources, programs, and personnel for educating special needs students. Students with special education needs include those with disabilities, learning difficulties, communication or behavioral difficulties, and sensory or physical impairments.

Parents should be aware that the programs available for special needs students may not be the same as those offered in the U.S. state schools are required to enroll any child living in their zone; private schools may or may not accept a student based on his/her needs. It is best to contact potential schools early, and provide as much information as possible about the student. This will help the school determine if they have programs available that will meet the student's needs.

Depending on the child's needs and where they fall on the special needs spectrum, two options exist for initial first steps. Parents should contact the school where they would like to enroll their child and work with the educators and administrators to determine classroom placement. Or for children with moderate to high special needs, the first point of contact should be the Ministry of Education to begin the assessment process and discuss educational possibilities.

Some schools are able to support students by working with Ministry of Education specialists. Support teachers are supplemental teachers who work one on one with special needs students. They are provided free of charge by the Ministry of Education.

Specialists are based at offices around the country and help coordinate special education services and share skills and expertise by working with the wider education sector including families and educators. Specialist services provided include: early intervention, cochlear implant program, transition to school, severe behavior challenges, communication disorders, moderate physical needs, and moderate needs related to hearing loss.

Specialist providers also deliver the following services to students designated with high to very high needs: Ongoing and Reviewable Resourcing Schemes (ORRS), severe behavior initiatives, speech-language initiatives and early intervention for children ages 0-5 years. ORRS are a resource for the one percent of the school

NEW ZEALAND, Auckland and Wellington (cont'd)

SPECIAL EDUCATION (cont'd)

population with the highest need for special education. The resource has funds for specialists to provide advice, additional teaching time, and teacher aide time. In order to receive ORRS funding, the child must meet certain criteria and an application must be submitted. The application is a team effort initiated by the child's educator and includes teachers, specialists, therapists, healthcare professionals, the parents, and others who know the child well.

In state schools, high needs students are allotted a percentage of a full-time specialist teacher's day, while in other cases the specialist teacher works to assist the classroom teacher. Specialist teachers are allocated to clusters of schools based on the schools decile rating; these groups of specialists manage caseloads of students and can carry a caseload of up to 750 students. There are no additional fees associated with using these support services for special education.

In some instances, state and integrated schools have dedicated specialists called Resource Teachers (RTLb—resource teachers learning and behavior) who work solely at that school and work with the special needs students in the classroom setting and one on one.

School Options: There are three school settings available to students with special education needs: mainstream classrooms, special education classes within mainstream schools, and special schools.

- **Wellington:** there are two state schools with dedicated special education units for children with the highest need in Miramar (www.miramarcentral.school.nz) and Johnsonville (www.johnsonville.school.nz). These two units serve a population of approximately 60 students aged 5-13 years old. The programs at these schools are designed in conjunction with specialists, therapists, and families. When appropriate, the children take part in the mainstream classes with the assistance of education support workers. In the special needs units, the children are taught in group settings and also receive individual one on one time with the teacher to reinforce educational concepts. In Wellington, there is a school for children with special needs located one block from the Embassy. Kimi Ora School (www.kimiora.school.nz) enrolls a maximum of 30 students and enables students to access occupational, speech, music, and physiotherapies throughout their daily schedule. Due to its small size, there is a lengthy waiting list at this school.
- **Auckland:** has the following schools for special needs students: Sommerville Special School (www.sommervillespecial.school.nz), Wilson School (www.wilson.school.nz), Mount Richmond School (www.mtrichmondschool.co.nz), Oaklynn School (www.oaklynn.school.nz), Rosehill School (www.rosehill.school.nz), Sunnyside School (<http://www.sunnyside.school.nz>), Sir Keith Park School (www.skp.school.nz), Carlson School for Cerebral Palsy (www.carlson.school.nz), Arohanui Special School (www.arohanui.school.nz). Sommerville Special School is the closest to current Consulate housing.

The options for parents of special needs children in New Zealand sound very good in theory. However, the reality is there are too few specialists and support teachers to meet the needs of the community. There may be waiting lists and no guarantees regarding placement. Parents are strongly encouraged to contact the Regional Education Officer (REO) Community Liaison Office (CLO) as early as possible.

Funding: in many cases, Department of State funding is available to assist with a student's special needs requirements. For more information, contact:

Employee Consultation Service (ECS)

Tel: 202-663-1815 / Fax: 202-663-1454

Email: medecs@state.gov

NEW ZEALAND, Auckland and Wellington (cont'd)

SPECIAL EDUCATION (cont'd)

Additional Information:

Ministry of Education: www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation

SPELD (Specific Learning Disabilities Association NZ Inc.): www.speld.org.nz

Deaf Association of New Zealand: www.deaf.org.nz

Autism New Zealand: www.autismnz.org.nz

New Zealand Down Syndrome Association: www.nzdsa.org.nz

ADHD Support and Information Network: www.adhd.org.nz

Parent to Parent: www.parent2parent.org.nz

Sommerville Special School (Auckland) (5-21yrs) www.sommervillespecial.school.nz Sommerville Special School is committed to providing a positive learning environment where students are encouraged to develop their individual potential. Their programs are based on:

- Individual “cross curricular goals” which are established in consultation with teachers, therapists and families to form the I.E.P. Extensive data is collected on the student’s progress through the goals and reported on to parents in a formal manner in Term 4. Therapists and teachers meet on a regular basis to discuss I.E.P goal development and teachers report each term to senior management on student progress.
- Therapy programs established following assessment and staff training to implement plans.
- New Zealand curriculum coverage requirements. These programs are planned with clusters but assessed at an individual class level.
- Specialist programs e.g.: multi-sensory programs, MOVE programs, motor perceptual programs, work experience, SPEC, independent living, community participation.
- The key competencies are incorporated and embedded in class programs through all of the above.

Where possible, achievement objectives from each learning area are identified and covered throughout the program.

Assessment: Across the school environment a range of assessment tools are used to suit the different needs of the students in different parts of the school. The data gathered from these assessments are used to develop further goals in every students program. AEPS data is collected annually for all students up to the age of 16. This assessment charts developmental progress in many areas. P-Level assessments in literacy and numeracy are also collected across the school. The senior school uses a new NZ based program called 'SPEC'. This is a recognized program that is externally moderated and all students can access this. The senior school is also developing their own functional assessments that match the needs of these young adults.

English & Other Languages: All students are to have a recent (no more than 12 months old) assessment by the Speech & Language Therapist to determine an appropriate communication program for the individual student e.g.: PECS, Signed English (Australasian Sign), Board Maker Symbols, and Augmentative Communication. Where appropriate students will experience recording in a variety of contexts – handwriting, concept keyboard, or computer; all students will experience oral, written, visual language in a range of contexts; visual strategies will be used in all classrooms to assist students to make sense of their day at school, or world; where appropriate, parents will be trained in all of the above to assist students in their attempts to communicate.

Science: Science will be promoted as an activity that is carried out by all students as part of their everyday life; All students will experience an environment in which they will learn strategies for active exploration, thinking and reasoning; Coverage of the curriculum will be linked to and focus on the strands “Making Sense of the Living, Physical and Material Worlds” and “Planet Earth and Beyond.”

Technology: Students will be encouraged to explore and risk take; programs will be linked to self-care and independent living programs e.g.: taps, toilets, etc.; and using technology will be provided for and practiced on a daily basis as part of the general class program e.g.: cooking programs, multi-sensory programs.

NEW ZEALAND, Auckland and Wellington (cont'd)

SPECIAL EDUCATION (cont'd)

Social Studies: Active participation by all students in the local community through EOTC programs; practice social and co-operative skills to develop positive relationships; and awareness and respect for all other cultures.

The Arts: To participate and develop skills in the art process; To provide opportunities of enjoyment and appreciation of art works and performances in a variety of contexts; To express ideas through a variety of media; To provide opportunities to perform for peers and family; To expose students to a range of music and instruments. Music and drama specialist programs will provide opportunities to participate, perform, practice skills of listening, turn-taking etc.

Mathematics: Where possible be linked to functional experiences i.e.: as an integral part of everyday life; where possible provide opportunities to problem solve, and reason logically; and will provide students with tools, skills, understanding and attitudes, which will enable them to interact with their environment at highest possible individual level.

Health & P.E: Focus on physical, mental, emotional, and social well-being; focus on activity, fitness; Recreation and leisure activities to be developed; enhance life skills – self-care, hygiene, nutrition and safety procedures in the home, school and community; provide opportunities for participation in regular activities including those, which involve integration with mainstream options wherever possible; and promotion of self-esteem and skills to enable students to successfully interact with people in their environments.

Additional Programs: All students who cannot sit, stand or walk independently, will be assessed by our physiotherapist for the MOVE program. SENSORY—students with sensory needs will be assessed by our occupational therapist and provided with a sensory program which may include: The sensory room, tactile stimulation, a sensory diet. TRANSITIONAL PROGRAMS - At the age of 16, students will enter at least one phase of our Transition Program (established Term 3). Each student will have the opportunity to participate in extracurricular activities which may include: swimming, camps, concerts, leisure and play, developmental programs, RDA, gym, work experience.

NICARAGUA, Managua

SPECIAL EDUCATION

Post Report –Special Education in Managua (2015)

- **American Nicaraguan School** <http://www.ans.edu.ni/> Grades: PK-12. Learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student's support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.
- **Nicaraguan Christian Academy** <http://www.nca.edu.ni/> Grades: PK-12. Special education program staffed by a psychologist and special education teacher that provides services to elementary, middle and high school students. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues. Support is limited to children requiring one hour or less of one-on-one assistance per week.
- **Lincoln International Academy** <http://www.lincoln.edu.ni/> Grades: PK-12. Basic learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student's support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.
- **Saint Augustine Preparatory Academy** <http://www.csa.edu.ni/> Grades: PK-12. Basic learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student's support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.

NICARAGUA, Managua (cont'd)

SPECIAL EDUCATION (cont'd)

Altamar Preparatory School (2015)

N-7

138

www.altamar.edu.ni The School has mainstream programs for students with special needs. This program emphasizes the importance of developing English and Spanish skills that prepare students to handle the material of their English and Spanish classes, tailored instruction that is challenging and suited for each student's proficiency, background and needs, opportunities for continued use of students' native languages, and professional development for teachers. The goal is to create a true partnership in which the mainstream teacher and ESL teacher work with the students to foster a sense of self-efficacy and ownership of learning. The School can serve learning disabled and mentally disturbed students. They have a psychologist trained to diagnose disabilities.

American Nicaraguan School (2015)

PK-12

981

[http://www.ans.edu.ni/](http://www.ans.edu.ni) **Elementary:** The School offers support for students with special need, which include learning disability (mild to moderate) and/or emotionally disabled. Support is provided by classroom accommodations which help the student meet the grade standards. The level of services provided is mild. Most of their support is done in the classroom by implementing the accommodations needed by the student and defined in each IEP. The support that the school provides is for students with mild LD and/or ADHD. The school does not make formal diagnosis, but look for a diagnosis out-side school, if necessary.

Middle School-Secondary: The American Nicaraguan School implements an inclusion approach. All students are registered in regular classes and are expected to meet the academic demands of their curriculum with a minimum of special assistance. The support provided to students with diagnosed learning disabilities takes place in the classroom with accommodations. A learning support teacher monitors progress through reports and contact with classroom teachers and parents. She/he also provides students with compensatory strategies to enhance academic and organizational skills, gives them feedback about their academic progress, guides them to set educational goals and provides support and close monitoring of their progress. Parents are requested to provide the school with all relevant assessments, reports and former plans as part of the admission's procedure. Students are admitted based on the school's ability to meet the needs of the child. The level of support is mild. There is no pull-out in middle or high school. Services are provided for mild to moderate specific learning disabilities, including dyslexia and ADHD.

The school has wheelchair accessible ramps everywhere. No staff member is trained to diagnose learning disabilities, this is done externally. Psychoeducational assessments are available in the country in Spanish only. The school has two special needs teachers in elementary and one in secondary. There are also a few teachers certified in special needs available on campus and in the community

Lincoln International Academy (2015)

PK-12

685

www.lincoln.edu.ni The School provides counseling and guidance service to students, teachers and parents through the counseling department. The counseling department consists of a team of four counselors, (four psychologists—including a behavior specialist—one sensory integration specialist, and one college counselor). The counseling team has the responsibility to support students to reach their maximum educational potential and their social integration in the community, particularly those students diagnosed with learning disabilities or other impediments that make the learning process more difficult for them. Once diagnosed, students get an IEP, a guideline for accommodations based on a previous psychological diagnosis and/or periodic reevaluation of the student. The curricular accommodations contained in the IEP's are tools that provide educators with specific strategies to assist students in their learning. These accommodations are followed by the faculty in consultation with the student counselors and principals. The counseling department also provides professional development to parents, faculty and administrators regarding the latest advances in the field of psychological education. The counseling department acts as a referral source and therefore does not diagnose nor perform long-term therapy. The school services students with mild to moderate levels of ADD, ADHD, dyslexia, hyperactivity, language problems or other mild disorders. The school does not provide service for students with severe level of physical or psychological disorders. Ramps are available in the school facilities.

NICARAGUA, Managua (cont'd)

SPECIAL EDUCATION (cont'd)

Nicaragua Christian Academy International (2015)	PK-12	336
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www.nca.edu.ni In 2015 they launched their new SOAAR Program (Students of All Abilities Recognized). They believe that all children are capable of learning, yet understand that children may need various levels of support in order to be successful in the classroom. The SOAAR Program at NCA seeks to provide individualized support for children with disabilities, while including all children within the general education classroom to the fullest extent possible. Individual Education Programs (IEPs) shape the educational goals for students in the program and outline which supports are needed in order for them to reach their goals each academic school year. They have a full-time SOAAR coordinator and special education teacher, a full-time school psychologist who can do basic testing for initial screening of disabilities, and a full-time learning resources teacher that works with students to provide additional learning support outside of their regular classrooms. Their special services staff and all of their teachers receive annual training and staff development on working with children with special needs. Additional expert resources are limited in Nicaragua, especially in the English language.

Pierre & Marie Curie Universal School (2015)	PK-12	481
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www.eupmc.edu.ni Students with special needs are supported within the regular classroom through the threshold program that provides the assistance of the language coordinator, subject teachers, aides, counselor and psychologist as needed. The School has had successful experience working with students diagnosed with ADHD, autism and varying learning disabilities.

Saint Augustine Preparatory Academy (2015)	PK-12	605
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www.csa.edu.ni The School's Student Support Services Department coordinates and provides a variety of services for students to ensure that all receive the necessary attention to help them succeed in school. St. Augustine Preparatory School offers the following services: counseling services, college counseling, English language support, special needs and character education program. The Students Support Services Department currently consists of two counselors (elementary and secondary school), a college counselor, and an English language support teacher. St. Augustine Preparatory School also has a Student Life Coordinator.

Saint Dominic School (2015)	PK-12	250
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<http://www.saintdominicschool.edu.ni> Saint Dominic School is open to integrate students with particular educational needs only when the School's educational services meet those particular needs. In this case, the students may be offered our regular educational program with modifications as specified in the reports from specialists who have evaluated the students. Evaluations are always done with specialists from outside the school. The School does not employ specialists, but can recommend specialists from the community. An interdisciplinary team is then formed by educators, specialists and parents to assure a sound follow-up of the students' progress. All these persons hold periodic meetings in school to give this follow-up to monitor progress.

NIGER, Niamey

SPECIAL EDUCATION

American International School of Niamey (2015)	PK-12	85
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www.aisniamey.org The School can only service children with mild learning disabilities. They must be able to access the grade level curriculum. There is no staff on site trained to diagnose. They do not have an educational psychologist. There are no English speaking occupational, speech or any other kind of therapists.

Sahel Academy (2015)	K-12	163
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www.sahelacademy.com Sahel Academy offers support services at both the secondary and elementary level for children who need such services. Students at the secondary level receive services that allow them to progress at their own speed. Sometimes this occurs as on-line courses or individual tutoring sessions. This typically would be at a level of 20% or less per day. Students in the elementary school are offered pull-out services at a level of

NIGER, Niamey (cont'd)

SPECIAL EDUCATION (cont'd)

20% or less per day. The elementary CAP (Center for Academic Progress) offers an Orton-Gillingham based remedial reading program for those students with difficulty reading or dyslexia. Kindergarten students are screened for possible learning issues with SEARCH and TEACH and then given assistance. Services are available on an as needed basis for other learning difficulties.

The intervention process begins when a child is referred by a parent or teacher (or comes to the school with an IEP). Response to Intervention is the usual method for assisting students. There is one staff member who can administer educational assessments, but cannot make a formal diagnosis. The same staff member is the special education or CAP teacher. There is currently a volunteer speech and language pathologist that is available on an as needed, limited basis.

Students with learning disabilities, mild to moderate attention deficit disorders, and mild to moderate speech and hearing difficulties are the students that Sahel can assist. Each student would be treated on a case-by-case basis.

NIGERIA, Abuja

SPECIAL EDUCATION

Post Comments (2015)

Special Needs: Abuja offers very limited services for special needs children. Incoming officers must carefully assess their child's particular needs and reach out to the schools and post's CLO for an assessment prior to bidding on an assignment to Abuja. Current special needs services offered in Abuja schools can generally only cater to students with IEPs, mild development delays and mild learning disabilities.

Gifted and Talented: There are currently no specific, independent gifted and talented classes offered in Abuja schools. The American International School of Abuja will strive to meet the needs of the students by differentiating within the classroom. AP classes are offered in secondary at the American International School of Abuja. CTL Academy offers an online extension program through the Center for Talented Youth at John Hopkins University.

American International School of Abuja (2015)

PS-12

464

www.aisabuja.com AISA is a fully-inclusive school with a strong emphasis on college-preparation. AISA's philosophy includes the following statement: to "enable students to maximize their optimum potential for learning." There are no classes specifically established for children with learning disabilities, any other disabilities, or for those who are gifted and talented. However, instruction is developmentally appropriate in the early childhood division, reading instruction is differentiated in the elementary division, and AP classes are offered within the secondary division; all indicators that AISA strives to meet the needs of its students.

Direct, pull-out services for students with special needs are generally not provided. The following accommodations may be offered, as appropriate: the additional learning support teaching assistant is assigned to classes in which there are struggling students, an after-school homework club is available by invitation only, recommended classroom accommodations are given to the teachers, the learning center is available for students to take tests or quizzes, small group instruction is provided for short periods of time, and some take-home work is provided for parent follow-up. At the secondary level, a student with an Individual Education Plan may be assigned to the learning center during study hall for homework support.

Currently, AISA has staff who can administer and interpret academic and ability testing, as well as the Connors Behavior Rating Scales which is an indicator of attention deficit disorder. A part-time speech and language pathologist is available to parents for assessment as well as direct intervention; this is a privately arranged service, for which the parents incur any additional fees.

The application process includes completion of the application form, submission of three years of student records, standardized test results, health screening, immunization records, admission test, and confidential reference from school.

NIGERIA, Abuja (cont'd)

SPECIAL EDUCATION (cont'd)

Center for Teaching and Learning Academy (2015)

PK-8

50

www.ctlacademy.org Each incoming student is assessed regarding their areas of strength, giftedness, needs and challenges. Based on the data an individualized program is developed for each child so that he/she can master necessary grade level skills. This individualized program may include accommodations and modifications. The individualized plan is regularly monitored by all stakeholders (school staff and parents) and adjusted as needed and as long as necessary for each student's success. Issues with reading or processing deficiencies and learning disabilities are identified through the diagnostic assessments. Additional time and materials during the school day are available for intervention and enrichment. Intervention services for mild developmentally delayed and other mild learning disabilities are delivered while students are mainstreamed with their peers. They prefer full inclusion however they have trained staff who offer individual assistance as needed. The Center also offers extra intervention sessions (especially in the area of reading and cognitive difficulties) in an out of class setting. While they do not have staff onsite to diagnose serious disabilities, they have adjunct faculty with diverse expertise in special needs education who handles diagnostic assessments and reports. At regular intervals during the school year, they offer special needs intervention services (workshops, consultations, assessments) for their staff/students and others in the community.

International Community School (2015)

PK-12

487

<http://www.icsabuja.com> The school has a SEN (special education needs) coordinator who works with students and teachers to ensure the best learning opportunities for such students. Special classes are also provided for ESL students. They also collaborate with a speech and language specialist who is engaged privately by a few parents. Teachers are also being trained by the SEN coordinator to differentiate instructions as required in the class.

NIGERIA, Lagos

SPECIAL EDUCATION

American International School of Lagos (2015)

PS-12

750

<http://www.aislagos.org/> AISL is a private, secular American school in Lagos, Nigeria. It seeks to accommodate students of differing abilities and interests and who can to succeed in a mainstream classroom in the context of a college preparatory program. All students must demonstrate average to above average grades for admission and the goal of AISL support services is to help qualifying students meet classroom expectations independently, without detracting from the education of other students.

AISL has a range of support services for students including:

1. **Learning support** opportunities for students with mild learning disabilities.
2. **Counseling** for all students.
3. **English Language Learning** for students who require support in speaking, listening, reading and writing in English up to and including grade 10.

It must be noted, however, that at present, the layout of the current AISL campus prevents accommodation of some students requiring physical assistance.

1. LEARNING SUPPORT

Key Understandings

- AISL provides learning support services for children with mild learning challenges.
- Learning support services are not intended to provide alternate course of study nor modification of curriculum.
- AISL recognizes that some of its students have specific learning challenges, language differences, and/or behavioral issues that require support. The provision of student support services is consistent with the school wide adopted standards-based curriculum.

NIGERIA, Lagos (cont'd)

SPECIAL EDUCATION (cont'd)

- Learning support services will be provided within the limits and capacity of the schools existing resources, facilities and personnel.
- A student may be identified with more intensive learning needs after admission.
- At the end of the current school year, any student whose needs exceed the regular support services provided at AISL (LSS Levels 0, 1 or 2) may have their enrollment discontinued.
- In all cases, the principal has the authority to deny admission or discontinue enrollment.

Learning Support Levels

- Level 0: A student's needs can be met in the regular classroom with no pullout intervention. The student support teacher may come into the classroom to assist with accommodations to instruction, assignments and/or assessments.
- Level 1: A student requires no more than one course of study per day of targeted small group instruction in the learning support service room. Accommodations may be made to instruction, assignments and/or assessments.
- Level 2: Student requires no more than two courses of study per day of targeted small group instruction, or any one-on-one instruction, in the learning support service room. Accommodations may be made to instruction, assignments and/or assessments.
- Level 3: Student requires a modified curriculum, specially designed instruction, extensive time, additional staffing or accommodations to building facilities due to learning, social, emotional, behavioral or physical challenges. AISL does not have the facilities or resources to meet the needs of these students at any grade level.

Learning Support Services at AISL: Elementary School

- AISL can accommodate and provide support to students whose needs can be classified as Levels 0, 1 or 2
- At this time, AISL ES cannot accommodate nor accept students whose needs can be classified as level 3.
- AISL offers a continuum of services for students with academic needs that includes assisting students with mild to moderate learning difficulties and poor study skills.
- Students may be supported in the regular classroom, or come to the learning support service room where they may receive one-to-one instruction or work in small groups.
- Interventions may include access to a learning teacher support teacher, counseling services, and any accommodations to assignments and assessments that are consistent with the school's mission. Such accommodations must be appropriate to age and grade level expectations and does not modify curricular content.

Learning Support Services at AISL: Middle School

- AISL can accommodate and provide support to students whose needs can be classified as level 0 and level 1 only.
- At this time, AISL middle school cannot accommodate students nor accept students whose needs can be classified as level 2 or 3.
- AISL offers limited services for students with academic support needs that include assisting students with mild to moderate learning difficulties and poor study skills.
- Students may be supported in the regular classroom, or come to the learning support service room for less than one course of study per day where they may receive one-to-one instruction or work in small groups.
- Interventions may include counseling services, and any accommodations to assignments and assessments that are consistent with the recommendations in documented assessments and the school's mission. Such accommodations must be appropriate to age and grade level expectations and may not modify curricular content.

NIGERIA, Lagos (cont'd)

SPECIAL EDUCATION (cont'd)

Learning Support Services at AISL: High School

- AISL can accommodate and provide support to students whose needs can be classified as level 0 only.
- AISL high school cannot accommodate nor accept students whose needs can be classified as level 1, 2 or 3.
- Interventions may include counseling services, and any accommodations to assignments and assessments that are consistent with the recommendations in documented assessments and the school's mission. Such accommodations must be appropriate to age and grade level expectations and may not modify curricular content.

2. COUNSELING

Key Understandings: AISL provides all students equitable access to counseling services that focus on academic success, personal and social development and career and college guidance. Delivery of these services may be provided through individual and group activities as well as through classroom and assembly participation.

At AISL we endeavor to support the students by:

- Planning suitable academic programs for students.
- Providing short-term personal counseling.
- Assisting with strategies to address academic challenges.
- Assisting with adjustment issues.
- Exploring career interests and possibilities.
- Advising for college admissions testing in the high school.
- Developing an admissions portfolio for high school students that may include: resume, essay, recommendations and guiding seniors through the university admissions and selection process.

At AISL we will endeavor to support parents by:

- Consulting on issues affecting their child's academic, social, or emotional growth.
- Presenting workshops on topics of interest to students and parents of high school students.

At AISL we will endeavor to support school-wide instruction by:

- Coordinating with teachers to enhance academic success for individual students.
- Consulting with teachers and parents concerning the social/emotional growth of students.
- Referring to mental health service providers where appropriate and available.
- Liaising with college admissions officers.

3. ENGLISH LANGUAGE LEARNING

Key Understandings

- AISL accepts students with little to no prior education in the English language and provides them with support for English and second language classes within their daily schedule. The level of support will be decided from a proficiency test taken as part of the admissions process.
- AISL has an ELL program for students who require support in speaking, listening, reading and writing in English.
- The AISL ELL program provides English language learners with an enriched, language-immersion education in which English is the primary language of instruction. Our school-wide instruction and assessment is designed to facilitate our students' learning to meet and exceed our academic standards.
- At AISL English language learning is taught as a subject and through subject matter consistent with mainstream teachers, thereby developing both the skills and abilities to use English for social, intercultural and instructional purposes. A grade appropriate level of English proficiency is our

NIGERIA, Lagos (cont'd)

SPECIAL EDUCATION (cont'd)

ultimate instructional goal so that ELL students have a level of English proficiency by the end of the tenth grade that allows them to participate in a rigorous college preparatory program in the mainstream classroom as required by AISL Board Policy (3.102).

ELL Levels

- Level 0: If the student is at or above grade level, he/she can be exited completely from the ELL program and is integrated into the general academic program with continued monitoring until independent.
- Level 1: If the student has an intermediate level of English (at least grade 5 G.E.) and is testing at G.E. or <1yr below G.E. the ELL exit checklist will be given to core teachers by the ELL teacher. Students can only exit the program if the social science, science and math teachers agree that the student should be exited. The checklist helps to formalize the exit process and will help core teachers to focus on 'ELL-related' criteria.
- Students who are ready to exit the ELL program will have most checks in the 'frequently' and 'consistently' columns. However, if say the student's writing is evaluated as being mostly in the 'sometimes' column- that student should probably not be exited. The checklists are not meant as a tool to pressure teachers to agree with an ELL teacher's decision. The goal of the ELL program at AISL is for students to acquire enough English language skills to function independently in mainstream classes. Therefore, core teachers are the best judges of whether the student is ready or not.
- If the student is not at grade level but is performing and succeeding in social sciences, science and math without difficulties, he/she may be placed into the regular English class and continue with one course of ELL during their second language time.
- Level 2: If the student has a beginner level of English and is testing >1 yr. below Grade equivalency, he/she requires two ELL courses of study.

NORWAY, Oslo

SPECIAL EDUCATION

Oslo International School (2015)

K-12

596

www.oslointernationalschool.no Support teachers (EAL and special education) are available for students acquiring English language proficiency or in need of academic assistance. The School's support program is based on pull-out lessons. The admissions policy provides for up to 4 lessons of SFL/EAL per week.

NORWAY, Stavanger

SPECIAL EDUCATION

International School of Stavanger (2015)

PK-12

628

<http://www.isstavanger.no/> There are three ISS Student Support Teams (SST): one for the primary school, one for the middle school and one for the high school. The SSTs exist to address the needs of all students and each meets regularly to discuss students causing concern. Each team consists of the following staff: principal, counselor, English-as-an-additional language (EAL) teachers, learning support/guided study teacher, speech therapist and the school nurse. Grade level leaders (middle school) and advisory leaders (high school) also attend the meetings. Classroom teachers also participate on the team when a student in their class/course has been referred. At key times, such as transition from one school to another within ISS, the SSTs all meet together. The school has met the needs of many students with special challenges over the years including learning disabled, speech impaired, hearing impaired, autism spectrum/Asperger's, sight impaired, Down syndrome, etc. Depending upon the situation, it may be necessary to hire a learning support assistant, (at the cost of the employer), to provide the best possible program. In order to identify students who may benefit from extra support, the school has a referral process in place. Any member of staff can refer a student to the SST at any time, and parents may also request a referral after first addressing their concerns to the class teacher. Any student can be referred, whether for learning, language, social, emotional or behavioral concerns. It is always

NORWAY, Stavanger (cont'd)

SPECIAL EDUCATION (cont'd)

appropriate to refer a student, whatever the level/nature of support that may be required. The SST will decide on appropriate next steps to best meet the needs of the student. This could be: assessment or testing by a learning support teacher in school, referral to an external professional for assessment, ideas for further strategies or techniques for use in the classroom, sessions for the student with a counselor, an appointment with a medical professional, a change of subject or move of class, provision of EAL language enrichment or learning support/guided study lessons, or recommendations for additional tuition.

OMAN, Muscat

SPECIAL EDUCATION

American British Academy (ABA—an IB World School) (2015) K-12 1,056

www.abaoman.org The SLN Department offers mainstream in-class support to students with learning difficulties. Teachers differentiate lessons for all students including gifted and talented children. There is no provision for students with severe learning difficulties within the school.

The American International School of Muscat (2015) EC-12 789

<http://www.taism.com> TAISM has staff to provide services for students who require additional academic support. Services are designed to support students who require limited academic support, typically being within one year of academic grade level expectations. Services are not available for students with extensive academic or behavioral needs. TAISM provides a low student to teacher ratio, thus allowing for greater individualization for gifted and talented students, as well as ESL and mild learning disabled. A speech therapist is available on campus through a private contract.

PANAMA, Panama City

SPECIAL EDUCATION

Balboa Academy (2015) PK-12 902

<http://www.balboaacademy.org/> Balboa Academy is an inclusive school that can accommodate for students with mild special needs. In the elementary school (K-4), they work with students based on their specific needs. Students with IEP's, who are a year or more behind their grade level, may receive an alternative reading curriculum in a small group setting. Educational specialists also help with math and language arts in the classroom including modifying assignments and providing supplemental materials in the classroom. The type of needs they can meet include students with learning disabilities, speech and language difficulties, and children on the autism spectrum who are two or less academic years behind and can adapt within a regular classroom setting. The School works with individual instructional assistants what that intervention allows a child to be successful in a classroom setting, and they facilitate meeting rooms so that professional speech and occupational therapists can facilitate privately contracted services during the school hours. They provide achievement and aptitude testing at the school, but they are not able to diagnose disabilities, though they work closely with families by providing recommendations for outside professionals who are able to do so. The School has a special services staff and department with degrees in education, special education and psychology.

Crossroads Christian Academy (2015) PK-12 268

www.cccapanama.org The School does not have any special programs for special needs. They do their best to accommodate needs but only make moderate adaptations. The School does not write IEPs but they do have resources outside the school that they can recommend for further evaluation and assessment.

International School of Panama (2015) PK-12 1,200

<http://www.isp.edu.pa/> The Learning Support Department facilitates the learning process of students diagnosed as having special educational needs. They believe that the teachers, administrators, and parents play a key role in the special education process, and they strive to make everyone an active participant. In special cases, depending on the diagnosis, the students will receive services inside the regular classroom and in the resource room. There are five special education specialists and three assistants providing services to students in the elementary, middle and high school divisions.

PANAMA, Panama City (cont'd)

SPECIAL EDUCATION (cont'd)

Inclusion: Their Model for Special Education: At ISP, they strongly believe that children benefit from learning and socializing with their age group. Therefore, special education services are provided, to the major extent possible, inside the general classroom so students with special needs can be educated alongside students without disabilities in a “full inclusion” environment. Because their classrooms are inclusive, teachers need to find ways to make their lessons and the classroom environment as appropriate as possible for children with different abilities. Most modern curriculums offer alternatives for differentiation in the classroom. ISP believes in the educational and social benefits of inclusion, for children with or without special needs. There will be cases, however, where pull-out will be recommended. This means the student would receive one-on-one attention outside the regular classroom. These cases include: the need for related services (speech or occupational therapy, counselling, etc.) or the need for an accelerated track in reading or math.

Learning Support Services:

- **Coaching:** The Resource Department will help teachers with IEP implementation through one on one, hands-on coaching. They understand that planning an inclusive lesson may seem difficult at first. We will help you develop strategies and plan an inclusive lesson that considers the goals set in the IEPs.
- **Small Group Instruction:** In some cases, a small group of students may require more individualized attention. The resource department may be contacted in this instance and we will develop a small group activity with these students. Depending on the severity of the case, this strategy can be implemented in the general classroom or in the resource classroom.
- **Direct Instruction:** Direct Instruction will be provided in the resource classroom. It provides explicit, one-on-one instruction in the specific areas of Math and Literacy. When interventions have been exhausted, and the child still does not respond to instruction, this method will be put in place. The objective is to help the child gain the skills necessary to rejoin the regular classroom as soon as possible. The resource teacher will report on the student’s progress quarterly until the student is able to join regular classes.
- **Pull-out for Testing:** If the child’s disability grants a quiet area for testing, the resource room will be available for the child to take their tests. This service will be available: if the teacher provides the resource department a copy of the test so that the proper modifications can be made (during standardized tests).

Knightsbridge Schools International Panama (2015)

PK-12

138

<http://www.ksi-panama.com> KSI Panama offers a program for special needs children in a self-contained classroom. It is a mixed abilities program. It services students who have severe learning needs and provides 50-100% pull-out for these students. The student makeup of this class includes learning disabled, mentally handicapped, and speech impaired. A special needs teacher and teaching assistants, as necessary, run the class. KSI Panama also offers resource support for students with mild learning disabilities or emotional disturbances. The School provides educational psychological testing in the form of the WISC but do not have anyone on staff that is qualified to diagnose disabilities. The admissions process for special needs students is the same as for all other students. When the admissions committee reviews the application, the special education teacher will be included on the team to help determine whether a student’s educational and emotional needs can be met and whether admission should be recommended.

Metropolitan School of Panama (2015)

PK-12

726

<http://www.themetropolitanschool.com> The Metropolitan School of Panama offers support services for students under the title of the Exceptional Education Program. The Exceptional Education Program (EEP) uses a combination of the MET Universal Inclusion Model and pull-out remediation services to support those students with learning needs. The MET’s Universal Inclusion Model has been adapted using a combination of research-based programs including Response to Intervention (RtI). The model is a multi-tiered approach that seeks to prevent academic failure through frequent progress monitoring and increasingly intense instructional interventions at the student’s cognitive level.

PANAMA, Panama City (cont'd)

SPECIAL EDUCATION (cont'd)

For students with learning needs we offer three different support tiers:

- Tier I (Individual): A student could receive a maximum of 5 pull-out sessions, which includes one-on-one support, and a maximum of 5 push-in sessions, which includes some one-on-one support and support in small groups. This would be dependent on the specific needs of the student.
- Tier IS (Intensive Support): This is similar to tier I (Individual) but the total amount of support is less. A student could receive a maximum of 2 pull-out sessions and a maximum of 5 push-in sessions, according to the needs of the student.
- Tier SS (Strategic Support): This involves small group support that happens entirely in the classroom. A student can receive a maximum of 4 sessions.

All sessions of support are a maximum of 50 minutes per session. This program comes with an additional trimestral cost and depends on the tier the student is placed on. It is reviewed every trimester and students can move between the tiers as needed. The School provides support for mild to moderate needs including ADHD, Asperger's, sensory needs, dyslexia and dyspraxia. They can service students with mild behavioral difficulties. The School has a psychologist who can carry out some evaluations. They also have a simple screening system to help identify potential needs. In addition to this, they have a list of professionals that they refer parents to for various evaluations. The School works closely with various external agencies that can provide support for speech and language therapy, occupational therapy, physical therapy and sensory therapy. These therapies can be carried out at the school but are paid for by the parents in addition to the EEP service costs.

PAPUA NEW GUINEA, Port Moresby

SPECIAL EDUCATION

Ela Murray International School (2015)

N-8

586

<http://elamurray.com/> There are limited facilities in PNG, therefore anyone with severe learning should not decide to live in PNG. The school can provide some support through the learning support department if children have mild learning difficulties.

PARAGUAY, Asuncion

SPECIAL EDUCATION

Post Report (2015)

The four schools have a limited ability to address special needs children with learning disabilities or those who are especially gifted or talented. Parents looking for special programs should query the Embassy and the schools directly. Although school literature may mention special needs programs, these programs may not correspond to U.S. expectations. Parents should ask each school detailed questions about the services offered and the qualifications of the providers.

American School of Asuncion (2015)

PK-12

655

www.asa.edu.py ASA offers limited services for children with special needs. They offer services for mild cases in the areas of learning disabled and the hearing impaired. At this time the school does not have the ability to have classes with only special needs children. The disability must be mild enough to allow them to be in the main stream class. ASA has an American teacher who is able to meet the needs of mildly learning disabled children.

Asuncion Christian Academy (2014)

PK-12

242

www.aca.edu.py There is one special education teacher and there are limited services available for those with special needs. Students must be able to work in the mainstream classroom.

Pan American International School (2014)

PK-12

183

www.pais.edu.py PAIS does not have access (ramps) for the physically impaired. There is a staff member that is able to administer psychological tests and diagnose specific learning disabilities. PAIS does offer services for

PARAGUAY, Asuncion (cont'd)

SPECIAL EDUCATION (cont'd)

the following: emotionally disturbed, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired. All of these services are for mild cases only.

St. Anne's School (2014)

K-12

414

www.sas.edu.py The School offers services for children with mild special needs in the learning disabled category. A special tutor is provided as well as regular classroom time. There is not an accessible ramp for the physically handicapped. There are staff members who can administer psychological tests and diagnose specific learning disabilities. All special education students are assigned a regular classroom teacher as a tutor. This service is delivered during free periods and on a pull-out basis. One of their LD students earned an IB diploma two years ago.

PERU, Lima

SPECIAL EDUCATION

Post Comments – Schools in Lima (2015)

It is imperative that you contact the School of your choice prior to assignment to Lima to discuss whether or not the School can meet the educational needs of your child. This is particularly true in the situation where a child has special needs. There are limited resources, particularly in English, for special needs. Colegio Roosevelt and ICSL can accommodate mild learning disabilities (decided case-by-case) and the Anne Sullivan Center and Kallpa take children with more severe learning disabilities. English-speaking OT and speech pathologists are not currently available in Lima and most schools are not equipped to handle children with behavior disorders. It is recommended that parents review information from all the schools available and, if possible, interview schools prior to enrollment, to understand the programs and space availability. Please keep in mind, that no schools guarantee placement to children from the US Embassy and sometimes classes can be full.

- **Centro Ann Sullivan del Peru:** www.annsullivanperu.org CASP is a nonprofit organization recognized worldwide for being a model research and demonstration center for people with different abilities. It serves a population of about 400 persons of all ages from birth through adulthood with a variety of developmental disorders with significant cognitive impairments and physical limitations. The key goal of CASP is to provide Individual Education Plans and vocational training programs for people with different abilities and their families. The programs allow all those we serve to live happy and productive lives with mutual respect for the capabilities of all. A key focus of this goal is for the student-workers to be independent, productive, included and thus happy in life and for the families to be able to be proud of what their children achieve. Their programs include an early intervention program for birth to two year olds; a classroom program for children two to eighteen; an inclusion program for children mainstreamed at a local school; and an assisted work program for those sixteen years and older.
- **International Christian School of Lima:** www.icslima.org Some individualization of education is available. Students with special needs or learning disabilities are accepted if they can function in the classroom. A reading specialist helps to develop a special program for these students and partners with the parents to insure their child's success. For more information, please contact Director John Havill at jrhavill@hotmail.com.
- **Kallpa:** www.facebook.com/AEKallpa Kallpa is a non-profit special needs educational center that works with children and adults for whom a mainstream education is not an option. The goal is to improve the quality of life for both students and their families. Kallpa is located in the Surco district, within a couple of miles of the embassy. Please contact edkallpa@terra.com.pe for more information.

PHILIPPINES, Manila

SPECIAL EDUCATION

AmeriKids Preschool (2015)

PK

30

<http://amerikidsmanila.wordpress.com/> AmeriKids is able to accept children with special needs such as gifted and talented and minimal learning disabled. They reserve the right to interview and observe the child in order to determine the child's special needs. Afterwards they will meet with the parents to share our observations and to report on their recommendations.

The Beacon School (2015)

PK-8

274

www.beaconschool.ph Students with special educational needs (SEN) are admitted given that their learning needs are documented by an external psychologist or other qualified specialists and that these can be supported within the range of provisions available through the student learning services at the Beacon School. Under the guidance of the student learning services coordinator, the SLS team includes special education teachers, reading and learning specialists. Working from a team based approach, an Accommodation Plan or an Individual Education Plan (IEP) is created and implemented to ensure that students, who require different teaching and assessment, receive intervention and reasonable accommodations, and are engaged in the program to the fullest extent possible. The team collaborates with the student's parents, classroom teachers and specialists as they address the student's unique learning needs.

During the school year, the School has regular consultations with teachers, parents, guidance counselors and other related service professionals. They conduct student study team meetings to review progress made towards specific goals as well as to make necessary adjustments in the plan. As the unique learning requirements of a student may emerge anytime during their school life, the SLS team also helps to identify those students who may benefit from an evaluation by an external educational psychologist or other related service professionals.

Brent International School Manila (2015)

N-12

1,038

<http://www.brent.edu.ph> Brent Manila is a fully mainstreamed school with a special needs program. They predominately serve students with mild to moderate disabilities and do not have a self-contained special day class. They do, however, offer pull-out classes and modified curriculum. They have the capacity to tailor their program based on the individual student's needs. Admissions of students with special needs are reviewed on a case-by-case basis. Overall, they are open-minded and eager to serve students with a variety of special needs.

Types of Disabilities Served: Brent has a history of success supporting students with mild to moderate LD, ADD/ADHD, global delays, speech and language needs, physical impairments, processing disorders, and hearing impairments (cochlear implant). Brent has students enrolled with autism spectrum disorders and Downs syndrome, but space is very limited for students with similar needs.

Programs and Services

Speech and language	Occupational therapy	Physical therapy
Social thinking skills	One-to-one aide support	Pull-out classes
Push-in support	Study skills/support classes	After school support
Modified curriculum	Behavior coaching	Classroom accommodations

Nursery through Grade 5 has one student service coordinator and seven support teachers/case managers. There are approximately 35 students being supported through these programs.

Middle and Upper Schools have one student service coordinator and eight support teachers. 55 students are currently being supported in these programs.

Occupational therapy and physical therapy are parent-paid options, but space and time are provided within the Brent Manila school day and within the Brent Manila facilities. Brent Manila does not employ a psychologist and does not diagnose disabilities. They do, however, work closely with a psychologist who can visit their campus and works closely with teachers and students.

PHILIPPINES, Manila (cont'd)

SPECIAL EDUCATION (cont'd)

Chinese International School Manila (2015)

PK-12

236

<http://www.cismanila.org/main/> The CARE Department ensures academic, emotional and social success of their students identified with special needs. They are committed to working together with parents and other professionals to effectively and efficiently serve children with unique challenges and abilities. Their programs provide support and guidance to CARE students in meeting the requirements of the curriculum with accommodations, adaptations, and specially designed instruction.

Programs/Services

- Math support
- Resource room
- Phonemic Awareness Program
- One-on-one sessions
- Push-in classroom support
- Handwriting Class
- Formal Testing: achievement, math, language, reading
- NILD Educational Therapy

For parents whose children have been or may be assessed as being in need of CISM's CARE Program or Learning Support:

- Students with special education needs are admitted—and retained—at the discretion of the School. It is the School's responsibility to determine the level of support required by the student. This determination may take place during the admission process or at any subsequent stage during the student's time at the School. CARE program fees are not pro-rated.
- The School may require that a student have a paraprofessional or shadow teacher to assist in the implementation of the Learning Support Plan. The cost of employing the paraprofessional will be borne by the parents.
- The School may require that a student be assessed by an outside specialist to assist the School in developing a Learning Support Plan. The cost of the assessment will be borne by the parents.
- Continued enrollment of the student in the School's CARE Program is contingent upon: parents cooperating with these requirements; appropriate progress of the student according to the Learning Support Plan; the student's capacity to transition into the next grade level.

Colegio San Agustin (2015)

K-12

5,547

<http://www.csa.edu.ph/> The School does not have programs for children with special needs but they may be mainstreamed. Parents must provide certification from a specialist with appropriate intervention from a therapist.

Faith Academy (2015)

PK-12

525

<http://faith.edu.ph> The School endeavors to establish programs that meet the needs of students with differing abilities and help them achieve success in learning. At times the lack of available personnel, equipment, and facilities may limit the School's ability to meet every student's need. Additionally, Faith Academy may not be able to provide a quality learning experience for students who have serious needs due to learning disabilities, limited learning ability, emotional difficulties, and/or physical handicaps.

The procedures/guidelines below seek to describe the process that will be used to screen and select special needs students. They also help delineate those students for whom Faith Academy is unable to provide an education in which the student's greatest potential may be achieved.

PHILIPPINES, Manila (cont'd)

SPECIAL EDUCATION (cont'd)

- As the Registrar interacts with families of prospective students and special educational needs become known, he/she will alert the Educational Support Services Director. The Registrar will also request that parents have all academic records and any existing confidential records sent from their child's previous school.
- When a potential special needs student seeks admission, the Educational Support Services Director will consult with a variety of professionals including, but not limited to, the Principal, a special educator(s), and a counselor. These professionals will review past records (when available), results of standardized tests, and, if possible, conduct an interview with the student and parents. The Principal and Educational Support Services Director, based on the results of this screening and availability of program resources, will make the final recommendation to the Superintendent regarding admittance.
- A special needs student will be considered to have sufficient skills for admission to Faith Academy if they are able to participate in regular classes for more than 50% of their school day. Examples of this scenario at each level may look like the following:
 - Elementary - goes to learning center for mathematics and language arts but is in regular classes for science and/or social studies, Bible, Tagalog, music, P.E., art, computer, and/or band.
 - Middle school - the student has at least 4 of their 8 classes in regular classes (perhaps with some modification where needed) such as Bible, science and/or social studies, industrial arts, home ec., P.E., music, art, computer, or band.
 - High school - The student has at least 4 regular classes where they can succeed with no, or only minimal, accommodations; such as Bible, industrial arts, home economics, chorus, band, art, P.E., science, or social studies classes.)
- At the end of each school year each student in the special education program will be evaluated. This evaluation will include input from the special education teacher, the guidance counselor, classroom/subject teacher(s) and the parents. The main purpose of this evaluation will be to determine if the school can continue to meet the student's academic and social needs and ensure success for them at the next grade level. The Educational Support Services Director is responsible for coordinating all communication regarding students in special education programs who will transfer from one level to the next (e.g. elementary school to middle school, middle school to high school).
- Special education programs and services available for students may be limited due to staffing and scheduling constraints. Therefore acceptance of students with special needs may have to be restricted due to these limitations. Missionary children will be given priority.
- If a student demonstrates severe emotional disturbance which would prevent him/her from functioning normally in a regular classroom they may be requested to withdraw from Faith Academy and seek help from a source better able to meet their needs.
- Acceptance into an academic program does not necessarily guarantee acceptance into the boarding program.

International School Manila (2015)

PK-12

2,199

<http://www.ismanila.org/> The School offers comprehensive support for children with mild to moderate needs up to grade 6. Thereafter, the level of pull-out support is markedly less, and students with learning differences are helped to develop the resilience and coping skills to enable them to aim for a high school diploma. In total, ISM employs thirteen LS specialist teachers and three teacher assistants. Some students with significant needs have an individual aide – this is paid for by the parent or the sponsoring organization. It is imperative that families whose child/ren may be in need of learning support communicate this information to the admissions office on application. The total number of students who need special program assistance (which includes ESL as well as learning support) may not exceed 20% per grade level.

PHILIPPINES, Manila (cont'd)

SPECIAL EDUCATION (cont'd)

The King's School, Manila (2015) PK-YR9 150

www.kings.org.ph The King's School accepts children with mild to moderate special needs. There are several children attending who fit into these categories, but they prefer that families provide a 'shadow' adult to accompany the child throughout the day. They have no dedicated special needs unit and no multi-sensory room or on-site OT or PT. Each child with special needs is enrolled subsequent to normal admission procedures.

Mahatma Gandhi International School (2015) PK-12 159

www.mgis.com.ph **Resource Room:** A resource room is maintained for students with disabilities needing support. **Staffing:** A SPED teacher and a behavioral therapist are full-time staff. **Services:** Programs are tailored to the needs of the student. IEP's are maintained for all students and pull-outs are tailored to individual needs as arrive at in IEPs.

Maria Montessori Children's School Foundation (2015) PK-12 276

<http://www.montessori.ph/> Since the Montessori method suits children with special needs; we include exceptional children in the same class as the regular children. However, only a small percentage (normally 5%) of the total number of the whole class could be accommodated. Some of the teachers have Masters in Special Education, so they are very much qualified to handle children with special needs. Most of the children with special needs that the school accepts have autism, global developmental delay, speech delay, ADHD, ADD, and other learning disabilities.

One World School (2015) PK-12 50+

www.oneworldschool.edu.ph Individual Education Program for ages 1.8 to 18.

Preschool, Kindergarten and Grades 1-3:

- For children of all abilities, with and without special education needs
- Class size: maximum of 8 students per class, with one teacher and one assistant or two co-teachers
- Curriculum is inquiry-based and is under development, combining USA-based and Philippine-based curricula.
- Homework is not given in the preschool, but given on as needed basis for Kindergarten and Elementary School.
- Teachers have qualifications and training to work with children with special education needs.

Individualized Education Program:

- Children between 1.8 and 5.7 years old with special education needs are part of the preschool and Individualized Education Programs.
- Children who qualify for this program are those who require extensive accommodations, curricular modifications, and/or therapies in order to make progress on their individualized goals.
- Children who have been identified as twice exceptional (gifted and talented and with special education needs) also qualify for this program.
- Curriculum for students enrolled in this program is based on individual student's learning profiles (strengths, present levels of performance, learning needs, and goals).
- Students in this program are grouped based on these factors: age, cognitive levels, and special education needs.
- Class size: maximum of 2 to 3 students with one teacher per class.
- A maximum of 15 students may enroll in this program.
- Homework is given on an as needed basis, as an extension of the day's activities/lessons.
- Teachers have qualifications and training to work with children with a range special education needs, from mild to significant.

PHILIPPINES, Manila (cont'd)

SPECIAL EDUCATION (cont'd)

Internship and Transition Program:

- Ages 18 +
- Adults with and without special education needs who wish to develop job skills.
- The program includes mentorship by One World School faculty, in-school volunteer work, and job training.

Wellness Center:

- Includes a diagnostic team: developmental psychologist, developmental behavioral pediatrician, speech and language pathologist, occupational therapist, and physical therapist.
- On-site assessments and therapies for One World School students.
- All specialists have qualifications and experience working with children with special education needs.

Summit School (2015)

1-5yrs

50-80

<http://summitschoolph.com/> They do not have a distinct program for children with special needs. They provide a regular program for all children and mainstream at most one exceptional child per room, only upon the advice of their specialists. They maintain close working relationships with whomever the child has as specialists: shadow teachers, developmental pediatricians, neurologists, occupational therapists, speech therapists, etc.

POLAND, Krakow

SPECIAL EDUCATION

International School of Krakow (2015)

PK-12

229

www.iskonline.org ISK offers a program for children with special needs according to the following criteria: a child is defined as having special educational needs (SEN) if he or she has learning challenges that require special attention and thus a modified approach. Children with educational needs are not only those with obvious learning difficulties, such as those who are physically disabled, deaf or blind. They include those whose challenges may be less apparent, such as slow learners, emotionally vulnerable children and gifted children. It is estimated that up to 20% of school children may need a modified approach at some stage in their school careers. Furthermore, the nature of international schools implies many transitional students coming from a variety of different educational systems.

POLAND, Warsaw

SPECIAL EDUCATION

The American School of Warsaw (2015)

PK-12

917

www.aswarsaw.org At this time, the Student Support programs in the three divisions are designed to provide assistance to students who have a mild to mild-moderate learning disability or learning difference that requires educational support. ASW does not have the personnel capacity to support children with moderate to severe learning disabilities. Also, students with significant social-emotional difficulties who need a special learning environment may not be eligible for admission.

Elementary School: In addition to collaborating with the teachers in the classroom, the Student Support program can provide additional small group or individual instructional support either in-class or as a pull-out program, for students experiencing academic difficulties in their regular classroom. Support is not to exceed three hours per week outside of the regular classroom. The speech and language program provides small group or individual support for students experiencing speech or language difficulties, which could include speech, language, voice, cognition and swallowing. Students whose speech or language patterns or weaknesses are due to differences as a result of dialect, culture, or ethnicity; or differences resulting from the influence of a foreign language will NOT receive SLP support. The elementary school has a counselor, two resource support teachers, a speech and language therapist and a student support assistant.

Middle School: The student support program is designed to support the learning of students with mild learning disabilities, who require minimal support. The program is tailored to remediate basic skills, develop study habits and organizational skills, and learn strategies for applying skills to content area classes. Support is provided

POLAND, Warsaw (cont'd)

SPECIAL EDUCATION (cont'd)

through a combination of pull-out and in-class methods. All evaluations are currently completed by outside consultants, some of whom are available in the local community. The middle school has a counselor and two resource support teachers.

High School: The purpose of the high school study skills program is to provide additional, small group support to those students who need supplementary help with accessing the normal academic program. When an assessment is required, students are referred to outside consultants, some of whom are available in the local community. The scope of the program is appropriate for students with mild learning difficulties who are able to access the normal curriculum with some support. Currently, a modified, or different curriculum, is not available for students with moderate to severe learning difficulties. The high school has two counselors, a study skills teacher and a part-time learning support assistant.

There are special needs professionals in Warsaw; however, many of them do not provide services in English.

The British School (2014)

PK-12

920

www.thebritishschool.pl The learning support team is made up of five full-time specialist teachers who work throughout all phases of the school. They offer a 'mild' level of service to students on the SEN register. Pupils may be supported in class or withdrawn for individual or small group work with a specialist SEN teacher. The School services a variety of special educational needs and have a number of pupils on the SEN register who have autistic spectrum disorders, hearing impairment, speech impairment, dyslexia, dyspraxia, and dyscalculia. A very small number of pupils have multiple handicaps including two youngsters with mobility difficulties. Students who present this higher level of need are generally supported by a 'shadow' teacher during the day enabling them to access the full curriculum. The School has wheelchair access to all areas of the ground floor and plans to extend this to other floors over time. The specialist teachers are all able to conduct screening assessments such as the Aton Index Test, the dyslexia portfolio of tests, dyscalculia tests, etc.; and one of the specialist teachers is qualified to screen for sensory integration disorders and to carry out speech assessments. Specialist teachers may refer to our school psychologist for further assessment of a pupil's needs. Often, the school works with families to ensure that students are assessed by a psychologist in order for pupils on the SEN register to be granted special arrangements for exams such as extra time, a reader or a scribe, or to be allowed the use of a laptop.

PORTUGAL, Lisbon

SPECIAL EDUCATION

Carlucci American International School of Lisbon (2015)

EC-12

554

<http://www.caislisbon.org> Students admitted must be able to function within the regular classroom setting and be able to work towards successful completion of CAISL academic requirements. Two trained special needs teachers are employed by CAISL; one works in the early childhood and elementary school and the other in the middle and high school. CAISL provides learning support services for students who have been diagnosed with mild learning difficulties. CAISL is able to accommodate students who are hearing impaired or with some physical handicaps and can usually recommend professionals in the local community for students with speech and occupational therapy needs. CAISL does not have the facilities or faculty required to educate children with severe learning problems.

Only students with diagnosed learning disabilities may receive services from the special needs requirements. Therefore, CAISL requires students with special needs and applying for entrance into CAISL include all previous testing done both in and outside of schools that they have attended as well as updated IEPs. The specialists may also request permission to be in contact with the student's current and previous schools. Special needs requirements are thoroughly reviewed by the trained faculty (case-by-case) to determine if CAISL is able to meet their needs and their assessments are communicated as soon as possible to the parent. CAISL learning specialists may (with parent permission) use specific tests to diagnose certain disabilities. Should they need more specific information, they may direct the student's family to a private clinic for psychological testing.

PORTUGAL, Lisbon (cont'd)

SPECIAL EDUCATION (cont'd)

International Preparatory School (2015)

N-YR6

280

www.ipsschool.org Class teachers are responsible for planning and delivering differentiated lessons aimed at high, middle and lower ability groups. Out of class support is available at an appropriate level for identified pupils (individuals and small groups). A full-time SENCO and Special Needs Learning Support Assistant are employed by the school. A full-time EAL teacher supports pupils new to English at levels appropriate to needs. Outside specialists are available to us through consultation (speech therapists, diagnostic screening, etc), always through agreement with parents. Individual Education Plans (IEP) are devised by the class teacher and SENCO for all pupils receiving support. In severe cases, pupils with emotional/educational needs can be enrolled at IPS but this may incur additional costs to parents if additional staff needs to be employed for greater length of time for the individuals concerned.

St. Julian's School (2015)

PK-12

1,120

www.stjulians.com St Julian's supports a principle of Inclusive Education in that we consider students with a range of needs in our educational policy and practice, responding positively and proactively to each child's unique abilities. The school is, in most circumstances, is able to provide additional educational support for students, including those who require learning development or with medical conditions requiring particular attention. Support Services for mentally handicapped, multiply handicapped, hearing impaired, orthopedically impaired and sight impaired are not available.

GIFTED AND TALENTED

St. Julian's School (2015)

PK-12

1,120

www.stjulians.com Each student is assessed on an individual basis. The school proposes suitable and dedicated programs. Gifted and Talented students would usually get advanced material so that they are suitably extended, especially in mathematics.

QATAR, Doha

SPECIAL EDUCATION

American Community School Doha (2013)

PK-12

363

www.acs-schools.com/ The Schools use a variety of means to meet the needs of all students so that they have the best opportunity to learn and make progress. This is achieved by:

- Differentiating instruction,
- Benchmarking developmentally appropriate standards,
- Providing personal and academic counseling,
- Assessing individual student needs (e.g. Child Study Teams), and
- Providing specific programs (e.g. English as an additional language (EAL), Native Language Enrichment (NLE), advisory, student leadership, community service, and health education).

American School of Doha (2014)

PK-12

2,132

www.asd.edu.qa/ There is no program specifically dedicated to children with special needs. ASD does offer learning support but this program is directed toward children who have fallen behind in certain subjects or are special needs but do not require special care more than 50% of the day.

ROMANIA, Bucharest

SPECIAL EDUCATION

American International School of Bucharest (2015)

PK-12

840

www.aisb.ro The American International School of Bucharest provides services from the Special Educational Needs Department (SEND), in collaboration with all stakeholders, to students with identified assessed special educational needs that impact their ability to access or extend the academic curriculum. AISB is not able to provide support services for students who require services beyond reasonable accommodation, including significant classroom monitoring, modification of general curriculum, intensive one-to-one support within the regular classroom, and/or frequent, ongoing pullout support from SEND Specialist Teachers as per the Admissions Policy and SEND Identification Practices.

RUSSIA, Moscow

SPECIAL EDUCATION

Anglo-American School of Moscow (2015)

PK-12

1,191

<https://www.aas.ru/> *Kindergarten to Grade 12 Continuum of Support:*

Elementary School: The primary focus of the learning support program in the elementary school is identifying areas of concern, learning styles, social and cognitive development. In PK through grade 2, they work on basic skills and helping students begin to love learning. In grades 3-5, they offer a variety of support for their students. They focus on literacy, reading and writing, as well as other academic subjects which may require support. They work very closely with the classroom teacher, counselors, administrators, and parents to develop specific goals for the students we support. A student who is successful in the learning support program in the ES is one who is capable of working in their regular classroom environment, understanding their learning needs, and works towards specific goals.

Middle School: The primary focus of the learning support program in the middle school is to develop a learning skill set that emphasizes organization, self-advocacy, study skills, note-taking, and time-management as well as support learning in specific content areas. The middle school offers a learning support class which provides student's the time to complete their work at their own pace as well as a highly-qualified teacher who has the capacity to tutor the students in any particular subject area necessary. Along with this learning support, the students are taught how to create goals, advocate for themselves, and become familiar with their learning needs. The middle school's learning support teacher also works hand-in-hand with the classroom teachers, often co-teaching courses, with the intention of differentiating instruction in the classroom and assisting students in need.

High School: The primary focus of the learning support program in the high school is to support students in their academic endeavors. The high school offers a learning support class to students in need during an elective block. This course emphasizes building strong work habits, communication with teachers, organizational skills and time-management. The students set goals for their academic year and begin to think about their academic and career interests beyond high school. The learning support teacher works with the teachers and students to meet the demands of a highly rigorous IB program without compromising the standards of the curriculum. The large majority of their students receiving learning support services in the high school not only take the IB exam, but score at or above the school's average score.

Levels of Learning Support

1. Mild-identified students who need some support. Typically these students have a range of achievement from on or above grade level to below grade level by about one year in any given area. Mild support is provided by trained professionals in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Mild support can include short-term plans for struggling students. The dimensions of Mild support include:
 - ✓ Consultative support from a learning support specialist
 - ✓ Monitoring student performance
 - ✓ Literacy support (reading, writing, speaking and listening)
 - ✓ Mathematics support
 - ✓ Small group instruction

RUSSIA, Moscow (cont'd)

SPECIAL EDUCATION (cont'd)

- ✓ Learning Support Center (strategies and focused skills classes)
 - ✓ Assistive technology (e.g. voice to text software)
 - ✓ Speech and language therapy (as needed)
 - ✓ Occupational therapy
2. Moderate support can be thought of as a program through which children with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies. The following factors are considered in determining a moderate level of support:
- ✓ Identified cognitive or learning disability with evidence of at least two grade levels behind peers
 - ✓ Existing level of support in math and language work identified as insufficient
 - ✓ Has possibly already repeated a year of school
 - ✓ Amount of required teacher time in the homeroom classroom
 - ✓ How much support is needed for social and emotional development
 - ✓ Borderline or very low average IQ
- The dimensions of moderate support often include:
- ✓ Individual Learning Plan-co-taught classes in core literacies
 - ✓ Specialized small group instruction
 - ✓ Social skills support
 - ✓ Study and organizational skills support
 - ✓ Assistive technology
 - ✓ Formal accommodation (e.g. extended time for in-class and standardized testing)
 - ✓ Curricular modifications (when required and appropriate)
 - ✓ Speech and language therapy (as needed)
 - ✓ Occupational therapy
3. Intensive support—AAS is generally unable to serve students requiring intensive support.

RWANDA, Kigali

SPECIAL EDUCATION

Post Comments – Childcare and Schools in Rwanda (2014)

- **Green Hills Academy** (PK-12) <http://www.greenhillsacademy.rw/> GHA supports children with special needs and learning disabilities.

SAUDI ARABIA, Dhahran

SPECIAL EDUCATION

International Schools Group (Dhahran Campus) (2015)

PK-12

1,121

<http://www.isg.edu.sa/> The School has a very limited special needs program.

SAUDI ARABIA, Riyadh

SPECIAL EDUCATION

American International School Riyadh (2015)

PK-12

1,583

www.aisr.org While teachers and counselors do provide limited additional support, AIS-R does not have a Special Needs Program or provide significant additional support for students who have exceptional needs. Students who have physical, emotional, social, behavioral or learning difficulties which cannot be appropriately remediated, given the school's limitations, will not be admitted to AIS-R. In addition, AIS-R reserves the right to discontinue a student's enrollment if it is determined that, despite the best efforts of the school, the student's needs cannot be met by the existing educational program. Students with an existing Individualized Education Plan (IEP) or a 504 cannot be tested for admission unless prior approval has been given by the Admission's Team.

SAUDI ARABIA, Riyadh (cont'd)

SPECIAL EDUCATION (cont'd)

MLS International (2015)

PK-5

316

<http://www.mls.com.sa/Home.html> The School does not have a special needs program. However, for students who are diagnosed with minor learning challenges, they try to accommodate their needs with an ISP (Individualized Support Plan) from their counseling department - counseling staff include a mental health specialist, school counselor and an occupational therapist. Admission is on a case-by-case basis.

SENEGAL, Dakar

SPECIAL EDUCATION

École Actuelle Bilingue (2015)

PK-5

420

<http://www.ecole-actuelle-bilingue.com/> The school welcomes children with special needs, from 20% pull-out to 100% pull-out. Teachers in charge have had special training and the school has hired a psychologist who is on duty every morning and the full day on Fridays.

International School of Dakar (2015)

PK-12

520

<http://www.isdakar.org/> ISD only services children with mild learning disabilities. They must be able to access the grade level curriculum. They accommodate with strategies to help, but do not modify (change the level) curriculum. There is no staff on site trained to diagnose. They do not have an educational psychologist. There are no English speaking occupational, speech or any other kind of therapists in Dakar.

SERBIA, Belgrade

SPECIAL EDUCATION

International School of Belgrade (2015)

PS-12

387

www.isb.rs The International School of Belgrade has learning support specialists on staff at the lower and upper campuses. The role of these positions are to assist K-12 teachers who have students with minor special learning needs, including both students struggling with the regular curriculum and identified gifted students. ISB's child/student study teams meet regularly to address student referrals and develop accommodation and intervention strategies. At this time there is a full-time learning support specialist at the lower school and a part-time specialist at the middle school and high school. Specialized support in the areas of speech language therapy, occupational therapy and academic tutoring may be found in the Belgrade area but must be paid for privately. While ISB can offer assistance to students with some disabilities, it cannot provide services for students with moderate to severe disabilities. This is defined as a child who requires more than one period (45 minutes) of individual/small group assistance, more than four days a week, in order to be successful within the core academic program. Please contact the school for further information.

SIERRA LEONE, Freetown

SPECIAL EDUCATION

American International School of Freetown (2015)

PK-9

25

<http://ais-freetown.org/> The School's small class size allows them to cater to students with mild learning disabilities. The school is on two floors and therefore the school cannot cater to students with mobility issues. The community of Freetown offers no support for students with mental or physical handicaps.

Ayoub International School (2014)

N-8

145

<http://www.ayoub-international-school.org/> A.I.S does not discriminate based on a child's special needs. They have tailored their programs to children with English-as-a-second language (ESL) and for students with Autism. They want all of their students to show progress and have a positive learning experience. Their main goal is to have an inclusive classroom. If necessary for the benefit of a student, they may hire educational assistants. These assistants help students with special needs in the classroom, communicate with parents and may help students one-on-one. Again, this is based on a child's individual need.

They do not diagnose disabilities. As teachers, they do inform parents of observations in the classroom and may recommend parents seek out qualified professionals for a diagnosis. However, they do implement behavioral and approved professional learning plans in their classrooms.

SIERRA LEONE, Freetown (cont'd)

SPECIAL EDUCATION (cont'd)

International Montessori School (2014)

PS-4

92

www.internationalmontessorischools.com The Montessori approach easily integrates children with special needs and any directress or Montessori tutor can work with such kids. The Montessori approach equally facilitates children with special needs as they would have to be instructed through special didactic materials to work with the co-ordination of the senses. The International Montessori School accepts such children and can work with them.

Lebanese International School Ltd. (2014)

PK-12

660

<http://lebaneseinternationalschool.com/site/> There are, for now, no specific programs for special needs students, but seasoned mentors are provided to work with such special needs cases until they gradually get integrated. There have been a few cases of speech impaired students.

SINGAPORE, Singapore

SPECIAL EDUCATION

Post Comments – Special Education in Singapore (2015)

- **Dover Court International School** (PK-11) <http://www.dovercourt.edu.sg> The School offers a variety of special education programs. It will be expanding to offer Year 12 and 13 in 2016.
- **Genesis School for Special Education** (PK-8) <http://www.genesischool.com.sg/> The School offers a variety of special education programs.
- **Julia Gabriel Centre for Learning** (6mths-8yrs) <http://www.juliagabriel.com> The School offers a variety of special education and integration programs. It offers education through grade 8. This School has multiple campuses around Singapore.
- **Integrated International School** (PK-12) www.iss.edu.sg The School offers a variety of special education and integration programs.
- **St. Gerard's School LP** (N-K) <http://www.stgerards.com.sg> The School offers a variety of special education programs.
- **The Winstedt School** (K-7) www.winstedt.edu.sg The School offers a variety of special education programs.
- **German European School Singapore** (PK-12) www.gess.sg The European (English-speaking) side of this school offers a limited level of special education and integration programs.
- **GEMS World Academy** (PK-10) www.gwa.edu.sg The School offers a limited level of special education programs. They offer education through grade 10, but will be expanding to grade 12 in the next few years.
- The following are not schools but can provide assistance to children with special needs:
 - Dynamics Success Center: www.dynamics.com.sg
 - OVSpring Developmental Clinic: www.ovspring.com

Blue House Nursery and International Preschool (2015)

18mths-6yrs

180

www.bluehouseinternational.com The School operates an inclusive policy, at the admission stage when a parent declares the specific needs of their children they meet to discuss how they can best support the family and their child. They engage shadow teachers where necessary, receive visits from specialists who wish to facilitate their specialist program in an educational setting. Individual Education Plans are prepared and reviewed within a timescale suited to each family. Children requiring one to one sessions are supported and there are sensorial environments to focus on specific areas of progression.

Dover Court International School (2015)

N-11

700

www.dovercourt.edu.sg **The Department of Supportive Education:** Individualized support for children with additional needs, is offered through the Department of Supportive Education (DSE). The DSE provides a multi-faceted, comprehensive program, offering individualized education and supportive therapies to both Singaporean and expatriate children who require Special Education Services.

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

Dover Court's model of special education is based upon the belief that special education students and their teachers and mainstream students and teachers all benefit from being part of a truly inclusive model. In addition to its specialized teaching, the center provides: speech and language therapy, including social skills training; occupational therapy; physiotherapy; psychometric assessment; psychoeducational assessment; dyslexia screening; and educational support.

Fully qualified and experienced therapists provide therapy services to assist all children to attain optimal performance levels. A comprehensive individual program is created for any child requiring these services. Mainstream children are also able to access any therapy they may need. The center serves the local community as a field placement option for both trainee teachers of SEN and therapists. Many local and international trainee teachers have spent time in the center observing the specialized nature of the program and carrying out their practical assignments supervised by DCIS staff. The aims of education for children with special needs do not differ vastly from those for mainstream children. What is different is the manner in which they are taught. At Dover Court, they believe that children with special needs gain most by being exposed to the widest variety of educational opportunities and experiences. They do not conceptualize any child as having difficulties so great that they cannot participate in mainstream activities.

All children have a right to equal access to the full curriculum regardless of their special needs. They provide a broad, balanced, progressive and relevant curriculum which places emphasis upon the major aspects of children's physical, emotional, social and cognitive development. The learning experiences offered address aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological development. The Centre offers a curriculum which is broad and balanced, differentiated and relevant. It takes into account the assessment of children's progress, and promotes equal opportunities irrespective of gender, ethnicity or handicapping condition.

GEMS World Academy (2015)

PK-10

500

www.gwa.edu.sg The School offers limited learning disability support.

Genesis School for Special Education (2015)

PK-8

74

www.genesschool.com.sg The School is a child-centered, family-oriented program providing full-time and resource educational services to students with special needs, including language delay, language disorder, autism, Asperger syndrome, attention deficit disorder, and developmental delay. The continuum of services starts with early intervention for young children considered to be at risk and continuing to the preschool, kindergarten, primary and secondary school academic levels, as well as providing life skills and prevocational classes for older students who have reached their academic potential.

Recognizing that children with special learning needs benefit from a multifaceted approach to learning, Genesis School provides each child with an individualized program addressing social emotional development, expressive/receptive language, fine/gross motor skills, self-help skills and cognitive development. Genesis School adheres to a TEAM-based approach, maintaining continuous and open communication with teachers, therapists, parents and the principal.

Genesis School's commitment to providing highly trained, degreed special education teachers, in-class therapy supports, and an exceptionally high teacher-student ratio results in forty percent of our students being placed successfully into a mainstream classroom after one to three years of intensive intervention.

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

Teaching Strategies: Teaching strategies are based on the unique learning characteristics of each child. These include, but are not limited to the following:

- Systematic instruction techniques: chaining, shaping, prompting, positive reinforcement, discrete trials, precision teaching.
- Structured teaching: TEACCH: physical arrangement of environment, use of visual schedules, independent work systems and learning centers.
- Language-based curriculum: augmentative, receptive, expressive and total communication, Picture Exchange Communication System (PECS).
- Social skills instruction.
- Support systems implemented to ensure that parents and caretakers are confident in generalizing behavior and skills techniques outside of school.

Student Placement: Classes at Genesis School are based on four criteria: age, language acquisition, cognitive functioning and behavior. Initial placement is determined based on psychological, speech and occupational therapies assessments, observations and information from parents. The student is placed in the class where the primary focus of the class will best address the facilitation of the Individual Education Program (IEP).

Team meetings are held on a quarterly basis to monitor each child's progress in all areas of the Individual Education Program. When the student's team determines that he/she has mastered short-term objectives to the point where it is appropriate to upgrade the primary focus, the student will advance to the next class, regardless of time frame.

Registration Process

1. Initial consultation with the school Principal.
2. Required assessments discussed and carried out when applicable.
3. Pre-IEP meeting arranged with team members: parents/guardian, teacher, principal and when applicable therapist and/or psychologist. A pre-IEP meeting is arranged in order to provide a forum to discuss parental concerns and expectations and to gain further, specific information regarding the child prior to enrolment. The following information is presented during the pre-IEP meeting when applicable (*):
 - A current psycho-educational evaluation (*).
 - A current speech/language evaluation (*).
 - Audiological test results.
 - Vision test results.
 - Previous school records and reports.
 - Current medical records.Requests or suggestions for speech therapy, occupational therapy, sound therapy or social skills therapy are also presented during the pre-IEP meeting. If the parents agree that therapy will be an integral part of the child's program, a consent form for an initial assessment and/or weekly therapy(s) will be signed during the enrolment process.
4. Completed enrolment application package along with a check for the refundable deposit to be submitted to the Office Manager.
5. Meet with the school administrator to go through the enrolment procedure checklist.

Transitional-Vocational Program: The Transitional-Vocational Program provides placement for teenagers aged sixteen and older and young adults in preparation for working and interacting in adult environments with as great a degree of independence as possible. A continuum of training and placement opportunities are available in order to accommodate individual interests, strengths, abilities and cognitive levels. Components of the program include:

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

- Social skills: social interaction skills at school, home, at work and in the community; stress management; self-control; understanding and responding appropriately to criticism, sarcasm, and teasing; practicing flexibility in response to changes.
- Prevocational: development of positive work attitudes; development of attention to task through completion; following multi-stop oral and written directions; appropriate hygiene, grooming and attire; responsibility; real life problem solving skills.
- Activities of daily living: money skills and management; transportation skills; food preparation; laundry; shopping; recreation and leisure skills; health education; communication skills.
- Vocational skills: training and practice theory, vocabulary and skills needed for specific job placements.
- Services: vocational skills and interests assessment; job sampling; supported employment; consultation to employees.
- Vocational programs: laundry service; garden center; creation and sales of arts and crafts items; sewing center; flower arrangements; preparation for office work; preparation for restaurant work; computer skills center.

German European School Singapore (2015)

PK-12

1,523

www.gess.sg Mild-mainstream or pull-out for up to 10% of the school day. The School DOES NOT accept moderate or severe cases. The School DOES accept students who have mild dyslexia, dysgraphia, dyscalculia, ADD, ADHD, or Aspergers. Staff is not available to diagnose disabilities. They have one special needs teacher per campus.

International Community School (2015)

PK-12

479

<http://www.ics.edu.sg/> The School's Resource/Learning Support program is able to provide academic support services for students with mild, academic-based disabilities. Students must be able to participate and function in the general education classroom for 85% of the day or more (maximum of one period per week of pull-out services provided).

Students in direct services receive between one period every other day and one period per day of academic support from a trained special education teacher in a small group setting (3:1 or smaller). An Individualized Education Plan (K-5) or a Learning Support Plan (6-12) guides instruction for each student during resource periods and also includes accommodations for the general classroom and for related arts classes (music, PE, art, and library).

Students in consult services are provided classroom accommodations via an accommodations plan, and may meet periodically with resource staff depending on their areas of need.

Resource and learning support instruction focuses on academic goals related to the general curriculum, with an emphasis on remediation and a goal of complete independence for all students. Related services (OT, PT, SLT, etc.) are not provided through the school, but they often work with therapists to schedule time and space for students to receive services during the school day. They also have a full-time counselor who provides support for students throughout the school.

Due to limited resources, they do not take students with emotional or behavioral disorders or disabilities, as they do not have the necessary means to support them.

They are able to support students with mild disabilities, but due to facilities limitations, they are not able to support students who are wheelchair users.

At this time they do not have staff on-site qualified to administer diagnostic assessments, however they have several contacts within the international community who are able to conduct assessments. Outside assessments and services such as SLT, OT, PT, etc. are at the expense of the parents.

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

Resource admissions are limited by space within the grade level, space in the resource/learning support class, and the limitations regarding services that can be provided. They will not accept a student they are unable to provide appropriate support for, nor will they accept a student whose presence in class will prevent other students from achieving success (this concern is largely related to behavior issues). They are happy to provide referrals to other schools that provide more intensive levels of support or less rigorous curricula for students whose needs are greater than they are able to support.

ISS International School (2015)

PK-12

709

www.iss.edu.sg ISS International School supports students who have special needs but does not specialize in this area. The School employs a number of special needs teachers to provide a degree of support. The admissions department will monitor applications made to ensure that the school will only admit those students it can genuinely support. Information about ISS student services can be found on the ISS website under the "Services" tab. Parents requiring detailed information on provision for specific requirements should contact the school direct.

Singapore American School (2015)

PS-12

3,936

<http://www.sas.edu.sg/> The School provides support services for mild to moderate learning disabilities and those in need of ESOL, speech and psychological and diagnostic services. They are currently serving about 12.5% of their student body that have identified special needs.

Stamford American International School (2015)

N-11

2,261

www.sais.edu.sg The Support for Learning Department respects the individual needs of every child in Stamford and provides a meaningful, challenging and caring environment which promotes continuous collaboration between the major stakeholders (superintendent, school coordinators, parents, classroom teachers, support for learning teachers and student).

The Support for Learning Department views each child as a unique person with achievable goals that can be successfully met by focusing on the child's strengths, interests and cultural background and administering learning programs that are based on professionalism, accountability and ethical values.

The type of support provided for a child is determined by the child's level of independence, academic and social skills. The decision as to which kind of support a child receives is made based on the collaboration of the superintendent, school director/principal, parents and support for learning coordinator.

The Support for Learning Department provides three types of support:

1. In class support for learning. Objective: to meet the child's needs in the classroom alongside peers whilst implementing the same curriculum.
2. Pull-out support for learning. Objective: to meet the child's needs outside the classroom by teaching groups of children with similar needs and setting achievable goals for each child based on a modified curriculum.
3. Individualized support for learning. Objective: to meet a student's learning needs by giving the student one to one facilitation inside and outside the classroom and creating a specialized academic and/or social curriculum for the child.

Saint Joseph's Institution International School (2015)

K-6

660

www.sji-international.com.sg/elementary The School is academically selective; students must pass the entrance exam for entry into grades 2-6. They have a learning support department which offers some screening for dyslexia and dyscalculia. They provide a range of curricular interventions to support moderate learning needs.

UWC South East Asia - Dover Campus (2015)

PK-12

2,984

www.uwcsea.edu.sg The School aims to provide support for students with specific learning difficulties or learning differences to help them succeed in UWCSEA's challenging learning program.

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

Their learning support teams on each campus work with classroom teachers and parents to identify appropriate support for currently enrolled students to enable them to thrive in the UWCSEA curriculum. The learning support staff works closely with the counseling team to further support both students and parents as appropriate. If necessary, the team also consults with outside speech and language pathologists, occupational therapists and educational psychologists in evaluating or addressing a student's needs. It is important to note that the scope and availability of learning support services are limited. Applicants with mild learning difficulties will be considered, and must submit full information at the time of application. School reports are reviewed carefully, and applicants may be invited for further assessment. Based on the limited resources and services available, UWCSEA is not an appropriate school for students with moderate to severe learning or behavioral needs.

Primary School: In primary school, there is one learning support teacher per grade. For literacy and numeracy needs, students receive small group support from learning support teachers (approximately fifteen places per grade). Mild behavioral and social needs can be supported within the classroom. The most common learning difficulties addressed are language and numeracy delays.

Middle School: The learning support provision in middle school includes small group support for literacy challenges (approximately 8–10 places per grade). Difficulties in mathematics are supported directly by the Mathematics Department. The learning support teachers also offer mentoring for organization skills and mild behavioral needs for students with identified difficulties.

High School: In high school, there is one learning support teacher who focuses on helping students develop the habits and self-management skills needed to succeed in the rigorous academic curriculum. Small group or mentoring support is offered to address study skills and organizational habits. Development of study skills is also integrated within the personal and social education program for all students.

UWC South East Asia - East Campus (2015)

PK-12

2,388

www.uwcsea.edu.sg The School aims to provide support for students with specific learning difficulties or learning differences to help them succeed in UWCSEA's challenging learning program. The learning support teams on each campus work with classroom teachers and parents to identify appropriate support for currently enrolled students to enable them to thrive in the UWCSEA curriculum. The learning support staff works closely with the counseling team to further support both students and parents as appropriate. If necessary, the team also consults with outside speech and language pathologists, occupational therapists and educational psychologists in evaluating or addressing a student's needs. It is important to note that the scope and availability of learning support services are limited. Applicants with mild learning difficulties will be considered, and must submit full information at the time of application. School reports are reviewed carefully, and applicants may be invited for further assessment. Based on the limited resources and services available, UWCSEA is not an appropriate school for students with moderate to severe learning or behavioral needs.

Primary School: In primary school, there is one learning support teacher per grade. For literacy and numeracy needs, students receive small group support from learning support teachers (approximately fifteen places per grade). Mild behavioral and social needs can be supported within the classroom. The most common learning difficulties addressed are language and numeracy delays.

Middle School: The learning support provision in middle school includes small group support for literacy challenges (approximately 8–10 places per grade). Difficulties in mathematics are supported directly by the Mathematics Department. The learning support teachers also offer mentoring for organization skills and mild behavioral needs for students with identified difficulties.

High School: In high school, there is one learning support teacher who focuses on helping students develop the habits and self-management skills needed to succeed in the rigorous academic curriculum. Small group or mentoring support is offered to address study skills and organizational habits. Development of study skills is also integrated within the personal and social education program for all students.

www.winstedt.edu.sg The Winstedt School is an independent comprehensive school for children who are diagnosed as having a learning difficulty, who learn differently (no diagnosis) or who benefit from a small student-teacher ratio setting. Students have an average to superior IQ but generally process information in a unique way aside from the norm. The school's approach and differentiated curriculum is centered on a mainstream U.K. based curriculum whilst adopting the common cores from the United Kingdom in English, math and science. The Winstedt School offers the International Primary Curriculum (IPC) in tandem with Edexcel's Key Stage 2 International Primary Curriculum – both of which are internationally recognized. Added to this is the Accelerated Reading and STAR READER program pegged to the U.S. norms where student's progress is closely monitored on a weekly basis. This allows educators and parents to track the reading level of the child. The Winstedt School adopts a professional intervention program in offering occupational therapy and speech therapy in school, and as part of the curriculum following evidence base research which is up to date with current international practice. Their students benefit from an in-house therapy support division which will support their diverse learning needs and also acts as an outreach support service. The end result is a symbiotic relationship within the three entities (The Winstedt School, Winstedt Integrated Therapy and Winstedt Learning Support). Their aim is to provide a modern, exciting and stimulating learning environment where all students are given the opportunity to succeed in the academics notwithstanding the socio-emotional skills required in today's world. Their philosophy is driven with the child in mind and adopts the many theorists who have chartered and influenced their approach. To achieve this they have created a school that understands each child, their learning profiles, strengths and challenges; that stresses the importance of values/virtues from trust, integrity, and self-discipline to flexibility, confidence, self-awareness and respect for self and others. TWS is a secular school and adopts a strong character development program that is weaved into every aspect of the school. They aim to: provide a safe and nurturing environment where all are treated with respect and given equal opportunities to learn, encourage each child to participate in a wide range of learning experiences and to understand their learning needs; engage the child throughout their learning years, giving them a sense of achievement through self-motivation; enable each child to reach their full potential and not settle for less, in so doing raise their self-esteem and their sense of self-worth; provide a road map for every student that leads to a complete education (unique for a school of this nature and certainly attainable); enable continuity for every learner as they work towards helping each child transition into other schools should they leave the country or are ready to return to a much larger school setting. Their youngest students are tested annually using the Young Children Achievement Test (YCAT), which is compared to U.S. norms, the Progress in Math (PiM) and Progress in English (PiE) tests for their older students, which are based on U.K. norms, progress tests pegged to Key Stage 2 and part of the Edexcel curriculum as well as in-house tests and assignments.

The Winstedt School serves children with learning difficulties, learning disabilities or who have a unique learning profile that requires a small student to teacher ratio of generally 6/7 to 1, for ages 4 years to 13 years. These individuals may require individual and specialist support in the following areas: cognition and learning needs, behavior, emotional and social development needs, communication and interaction needs, and sensory and physical needs. This means the School serves individuals who have low attainment levels in most areas of the curriculum and who have specific learning needs associated with AD(H)D, dyslexia, Asperger's, dyscalculia and dyspraxia amongst others. They may also have associated speech and language delay or low levels of concentration and low self-esteem as a result of not being able to be engaged with the learning experience. A differentiated curriculum or special student grouping in a regular mainstream school is therefore more often than not, appropriate to meet the needs of these children.

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION (cont'd)

In order to meet the individual needs of each child:

- The children are taught in classes with a low student-teacher ratio (generally 6 to 1).
- Maximum class size is fifteen students with a lead teacher and co-teacher present (collaborative teaching has been in place since the school's inception and only recently has collaborative teaching gained interest from researchers in education who acknowledge the significant benefits for every classroom).
- Each class will have the regular support of a co-teacher (collaborative teaching) to facilitate one-to-one learning and all children, dependent upon need, have access to a full range of specialist therapy and learning support that is located on the school grounds. This model is comprehensive and ensures that every child's needs are very much met in the school without the parents having to source for any outside providers.

Students requiring a different approach and learning goals (accelerated learners, those working at a completely different pace to the rest of their peers in one subject area) have an IEP with targets reviewed on a regular basis and progress is reported to the parents. Note this is only done on a case-by-case basis as our students generally benefit from the current set up. An occupational therapist or a speech pathologist visits each classroom once a week to carry out specific skills where every individual benefits from. These include, but are not limited, to executive functioning skills (organization, study skills, time management, self-regulation), penmanship, and social skills (communicating effectively, social and communication skills, presentation skills). The School has a fully equipped gym with specialize equipment accessible to those students requiring occupational therapy and for our own indoor sports activities.

SLOVAKIA, Bratislava

SPECIAL EDUCATION

The British International School Bratislava (2015)

PK-12

676

<http://www.nordangliaeducation.com/our-schools/bratislava/> BISB can facilitate the following students with SEN: emotionally disturbed – mild level; hearing impaired – mild level; learning disabled – mild level; speech impaired – mild level; visually handicapped – mild level. The School employs three full-time SEN teachers on site and cooperates with external experts from the local community. For the admissions of a child with SEN the full reports from a child's doctor/therapist must be submitted to the school for evaluation.

Cambridge International School (2015)

N-YR13

338

www.cambridgeschool.eu Class sizes are small and enable individual support when the children need it in a family oriented and nurturing environment. The School enables their teachers to profile every child in detail and to know, what their strengths and weaknesses are in order to support them to reach their full potential. Teachers can consequently focus on the areas that need improvement for the children that need extra support, and to give extra tasks and homework to the children that advance faster. In addition, they employ specialized teachers who provide individual support to children in languages (English and Slovak) for no extra charge. Their qualified school psychologist observes all the classes and acts as a learning support specialist, advising and coordinating teachers as appropriate. The School engages assistants (usually with a psychology or teaching background) to support any child with major needs such as autism or mentally impaired, if they believe the child will benefit from their nurturing environment and that their student body will benefit from (or at least not be adversely affected by) the inclusion of the student.

QSI International School of Bratislava (2015)

PK-12

250

<http://www.qsi.org/slovakia/svk/> QSI admits students with limited learning needs, problems or disabilities and within the scope of meeting the student's needs in the classroom. For students with moderate to severe disabilities, the school will review additional information including; evaluations, reports, IEPs, or school referrals required to help the school assess whether a program can be provided to meet the academic needs of the applicant. QSI schools accept special needs students based on the family or sponsor providing the additional school fees to cover the cost of additional professional services.

www.britishschool.si The policies and practices of BISL broadly follow the English National Curriculum and therefore it seems logical that BISL follow the UK S.E.N. Code of Practice as far as is appropriate and practical given the context of the school. BISL is currently a relatively small English-speaking school in a foreign setting therefore the support they offer is bound to be limited to some extent by the amount of expertise they have within the school and the relative isolated nature of the school in relation to other English speaking services and agencies. They will endeavor to use the expertise of their staff in the first instance and to seek the advice and services of experts and agencies when appropriate.

Definition of Special Educational Needs: A child may be considered to have special needs if his or her progress (when judged against average expected progress of a child of a similar age) is affected by one or a combination of the following: specific learning difficulties (e.g. dyslexia, dyscalculia), general learning difficulties (e.g. comprehension, attention, memory), communication difficulties, physical difficulties, social or emotional difficulties, behavioral problems, underachievement, persistent illness or medical problems, and several changes of school leading to gaps in general education.

At BISL they are committed to meeting the needs of children for whom English is an additional language and who may therefore require extra support to fully access the English National Curriculum. They recognize that children who are gifted and talented may also have specific needs and they strive to provide appropriate challenge and provision within the daily activities of the school. Neither of the above are generally defined as 'special educational needs', the identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty regarding individual progress, teachers will look carefully at all aspects of student's performance across a range of subjects in order to establish whether any difficulties they are experiencing in the classroom are due to limitations in their proficiency in the English language or are symptomatic of special educational needs either diagnosed or undiagnosed.

Fundamental Aims and Principles of the BISL Special Educational Needs Policy: To meet the needs of a child with special educational needs, BISL has identified the following aims and principles of their special needs program: to positively promote inclusion and endeavor to meet the special educational needs of each individual child as much as possible; to offer full access to a broad, balanced and relevant education and to make the school curriculum appropriate to all students; to listen to and take into account the views of the child; to recognize that parents have an important role to play in supporting their child's education; to build confidence and self-esteem to enable all children to work to their full potential; to work together to identify children with special educational needs early and to continually assess and monitor progress and difficulties; to ensure a smooth transition through the school and ensure high expectations are set that can be attained; to ensure that teaching and learning materials are matched to the needs of the individual; children with special needs vary enormously in their strengths, their needs and their curriculum requirements. Central to this is the acknowledgement that needs may change over time. Therefore, support should be both adaptable and flexible to changing individual needs.

Principles: Children with special educational needs should be, as far as possible, integrated into the mainstream class. Learning support should be in line with mainstream work, whilst meeting individual needs. The education of children within the mainstream classroom should not affect the progress of their peers negatively. Identification and referral of difficulties should be made as early as possible to facilitate early intervention. A close liaison with parents should be encouraged so that school and home may work in partnership, to the full advantage of the child. Additional staff may be used to support pupils in small groups or individually. They should be informed about the children's particular needs and be aware of possible strategies that may help the class teacher to meet their individual needs. (See BISL charging policy)

SLOVENIA, Ljubljana (cont'd)

SPECIAL EDUCATION (cont'd)

Identification, Assessment and Review Arrangements for Children with Special Educational Needs: The early identification, assessment and provision for any child with special educational needs, is most important. It is important to recognize that provision for children with special educational needs is a matter for the whole school community. Planning, teaching, learning and assessment already takes into account the wide range of abilities, needs, aptitudes and interests of the children.

Identification of Special Educational Needs: The process of identification of special educational needs can begin with; the professional judgment of the class teacher, informal discussions with colleagues, parental concerns, the thoughts and feelings of the child themselves, existing evidence from outside agencies or specialists, and assessment tools including results from formal/informal assessments. Communication is important in achieving early identification of special educational needs and in ensuring swift and effective action. Information shared by school staff, parents and other agencies involved will help to shape appropriate provision.

Levels of Intervention: Levels of intervention are based on need and are decided by the Special Needs Coordinator (SENCO) and class teacher/s, in consultation with parents and other professionals as required. The opinions of the child will also be considered. The levels are School Action, and School Action Plus. Existing statements from other educational establishments and or systems will be utilized as appropriate.

Expression of Concern: An expression of concern, regarding a child, may be recorded with the SENCO and be kept under review each term with no additional intervention required at that stage. Their needs are met through the planned, differentiated curriculum offered to all children in the class. This is often true of children just starting school or when adjusting to a change in circumstance. These children are not included on the school's SEN register.

School Action: Children whose needs have been identified as requiring support that is additional to or different from that provided for all through the differentiated curriculum, are then placed at **School Action** on the SEN register. An IEP will be devised and agreed upon to support their needs. The parents, class teacher, child, teaching assistant and SENCO are involved in the process of devising the IEP which contains appropriate targets designed to address the child's special needs. Provision at School Action is made through carefully differentiated curricular tasks or programs in the classroom will be delivered via whole class, small group, or individual support within the classroom by a teaching assistant or the class teacher.

Support may not require additional adult time but may require additional learning materials or equipment or peer support. Support at this stage may also include some planned intervention or tuition with a teaching assistant or teacher to address particular target areas included in an IEP. The main emphasis is to support individual children within the classroom so that they can access the curriculum at an appropriate level. If the child is in the foundation stage, this support is referred to as **Early Years Action**.

School Action Plus: Where a child continues to be a cause for concern after several reviews at the level of School Action, or where the initial need is felt to warrant immediate intervention, outside agencies may be contacted to provide advice regarding the targets for the IEP and assessment of the child's individual needs. In those cases where other agencies are informing the IEP the child is moved to **School Action Plus**.

Provision for pupils at this stage is aimed at providing support that is additional to or different from that provided for the rest of the class. Support may be for longer periods during the school week, or more frequently within the BISL school day, and may involve withdrawal from mainstream lessons in order to receive help from specialists such as for speech therapy. As much as possible this should not affect the broad and balanced curriculum offered to students at BISL. If the child is in foundation stage, this help is called **Early Years Action Plus**.

SLOVENIA, Ljubljana (cont'd)

SPECIAL EDUCATION (cont'd)

Individual Educational Plan (IEP): An IEP is a planning, teaching and reviewing tool that underpins the process of planning intervention of the individual pupil. The Individual Education Plan sets out 'SMART' (specific, measurable, achievable, relevant, and time-bound) targets and highlights action needed to help to progress from the most recent assessment. The IEP includes the following information: details about the child's areas of strength and need, assessment data, three or four short term SMART targets set for the child, possible teaching strategies and resources to be used, assessment criteria and planned outcomes/objectives with reference to review, provision and support that will be in place, and a review date.

The IEP will only record that which is additional to, or different from, the normal scope of the differentiated curriculum. The IEP will be reviewed on a termly basis. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher. They are to be seen as working documents that are jargon free and comprehensible to staff and parents. If English is not the first language translation or interpretation may be sought.

Additional support: A child may require additional support when: a child needs specific help and support to be able to access a part or the whole of the curriculum, a child's learning difficulties are not being met by active, relevant and purposeful measures taken within school, special educational provision required is greater than the resources normally available. In these cases, educational provision for a child may require further support through the funding of specific resources, equipment or support from a teacher, teaching assistant or other educational or medical professionals. Parents are fully involved in the school's discussions about the specific needs of their child and their views are sought and taken into account. In cases where additional support is required the school may make such provision a condition of enrollment. Where parents, relevant professionals and the school have differing views on the specific requirements of a child and the need for and level of additional support, the views of all those involved are considered.

Review of SEN provision: Provision and support for a child is reviewed through an annual cycle. This involves regular termly meetings to discuss and review Individual Education Plans and a regular check to ensure any additional support is being used effectively. Copies of all documents are given to parents, one copy is kept in the teacher's SEN folder and one is held by the SENCO.

The Role of the Principal: The principal fulfills two roles regarding special needs: maintaining an overview of the SEN provision in the school, and managing the budget for support assistants and resources and liaise with parents regarding financial arrangements arising from special needs.

The Role of the Special Educational Needs Coordinator: The Special Educational Needs Coordinator (SENCO) is also a member of the school's leadership team. The role of the SENCO involves: overseeing the SEN policy, coordinating provisions and support for children with special educational needs within the school, liaising with class teachers and learning support staff to advise, inform and support them in their role, overseeing and collating the records of all children with special educational needs, contributing to discussions and liaising with parents of children with special educational needs alongside the class teacher, arranging formal termly reviews for all children at Early Years/School Action and Early Years/School Action Plus. They also contribute to training and support of school staff in meeting the needs of children with special educational needs, as well as making contact and liaising with external specialist agencies.

The Role of the Class Teacher: All teachers are teachers of SEN; this must be at the forefront of teacher's minds when planning, assessing and recording children's work and delivering the curriculum. Teachers are responsible for: the day-to-day teaching of all children in their class including those on the SEN register, identifying initial concerns regarding those children who potentially have SEN and bringing them to the attention of the SENCO for further assessment, reporting ongoing concerns or concerns that cannot wait until the termly reviews, writing and updating IEP's for each child during their termly reviews in their class on the SEN register at early years/school action and early years/school action plus, alongside the SENCO. They are

SLOVENIA, Ljubljana (cont'd)

SPECIAL EDUCATION (cont'd)

also responsible for: devising strategies and identify appropriate methods of access to the curriculum for those with special educational needs, preparing for and attending termly reviews for each child on the SEN register, setting appropriate targets for each child on the SEN register, planning an appropriate differentiated curriculum to meet the needs of these with special educational needs and to address the targets on their IEPs, continually keeping the children's IEPs under review, liaising with the support workers/external agencies and the SENCo so that provision is seamless and everyone knows what they are doing for each particular child.

The Role of Learning Support Workers: Additional support individuals should: be aware of IEPs and provide feedback to the class teacher and SENCo, deliver the curriculum under the direction of the class teacher for those children with SEN, deliver additional teaching/catch up programs of work as appropriate under the direction of the class teacher, liaise with the class teacher as to the progress of the children they have worked with in each session, plan and prepare appropriate materials, prepare for and attend termly reviews for each child on the SEN register, continually keep IEPs under review, with the class teacher, and assist the class teacher and SENCo in the setting and updating of appropriate targets for each child on the SEN register.

BISL Charging Policy for SEN: Learning support is given free of charge on a pro-rata basis (i.e., paid session by session) but if regular and on-going sessions are deemed appropriate, or if a support assistant is employed solely for one pupil or as part of a program for specific students, a charge will be made to parents. The school may require that a student with particularly challenging learning support requirements have a "shadow" assistant in class, at the parents' expense. Private lessons (either individual or shared) are chargeable if someone is brought in specifically to assist (whether a School employee or a non-employed member of staff). Working with a Teaching Assistant within the general class context is not chargeable if the TA is also available to assist the all of the other children on a fair and equitable basis. Refer to their website for details.

QSI International School of Ljubljana (2015)

PK-12

97

<http://www.qsi.org/slovenia/sln/> Presently, QSI serves five students with special needs on this campus. QSI has on staff 2 special education instructors as well as one speech pathologist and one occupational therapist. For children with special needs, QSI requires an interview process through email/skype to ensure the child's needs can be met fully in house or through local resources. QSI has provided in the past 3 years pull-out up to 40%.

SOUTH AFRICA, Cape Town

SPECIAL EDUCATION

Post Comments – Schools in Cape Town (2015)

The American International School of Cape Town could potentially handle very mild learning disabilities or ADHD that is controlled by medication. They do not have trained special education staff and a child would therefore need to require only simple accommodations such as extended time on tests or a seat near the front IF the school chooses to accept that child at all.

International School of Cape Town has an educational needs coordinator in the primary and senior schools, as well as occupational and speech therapy on site. TEFL teachers are available if necessary. The school runs according to the South African academic calendar (January to December), and occasionally some adjustments have to be made to ensure a smooth transition into the school. This will be discussed during the admission process.

Oakley House School is an independent remedial school catering for those children who struggle to achieve their potential in a mainstream classroom. It caters for children from grade R to grade 9 who have specific learning difficulties. They provide specialized teaching for children who have dyslexia, ADD/ADHD, dyspraxia, dyscalculia, speech and language delays, motor difficulties, sensory difficulties, and Asperger's syndrome, or other specific learning difficulties. Some of their children do not have any of these challenges, but just need a small supportive environment in which to learn.

SOUTH AFRICA, Cape Town (cont'd)

SPECIAL EDUCATION (cont'd)

Their priority is to restore confidence and to develop a positive attitude to learning. They achieve this by providing a happy atmosphere with support and understanding for each child's individual needs.

They offer: Small classes, individual attention, experienced, specialist staff, individual programs of learning, remedial support, speech and language therapy, occupational therapy, teaching in accordance with the National Curriculum.

- **Curriculum:** Their curriculum provides a specialized, multi-sensory approach with an emphasis on basic literacy and numeracy skills combined with access to the full National Curriculum. To ensure their children receive an enriching school experience, the learning areas of art, music, physical education and computer studies form part of their weekly timetable.
- **Individual programs of learning:** Children are carefully assessed and individual literacy, numeracy, perceptual and/or behavior targets are drawn up, appropriate to each child's specific needs. Progress is closely monitored and programs are regularly reviewed.
- **Specialized therapy:** Speech and language therapy and occupational therapy, on an individual basis or in small groups, will be arranged for those children who need it. Therapists consult for Oakley House School in their private capacity and there is therefore an extra cost to parents for these therapies. They also offer a range of psychological services to address the social, emotional and behavioral needs of their children; all therapies conducted by their consulting educational psychologist. Remedial therapy is provided for those children needing intensive one-on-one instruction and extra support. All therapy takes place at the school during the school day. Class teachers and therapists work closely together to ensure continuity is maintained. Therapists are part of our multidisciplinary team and they are involved in all case discussions and feedback meetings with relevant parents.
- **Cognitive thinking skills:** Oakley House School uses cognitive programs, Bright Start in grade R and Cognet in grades 1-4, to develop and enhance the cognitive thinking skills of their children. Research has shown that cognitive thinking skills are critical for academic success. They teach and then reinforce these skills continually in all aspects of their work, play, and behavior management, both in the classrooms and on the playground.
- **Teacher/child ratio:** Small classes ensure individual attention and a caring and supportive environment. A ratio of 1:10 in the foundation and intermediate phases, 1:12 in grade 7, and 1:15 in grades 8 and 9, enables teachers to work towards developing each child's strengths as well as guiding them to use compensatory strategies to overcome areas of weakness.
- **Extra mural activities:** Oakley House School offers a variety of extra mural activities in the afternoons for example: playball, drama, modern dance, Hip Hop, steel band, chess, computers, karate, cricket, and soccer. Please visit them at www.oakleyhouse.co.za for additional information on the application and admission process.

Reddam House Constantia Reddam House is a co-educational, non-denominational, independent private South African school. It caters for pre-primary (ages 3-6), Preparatory (grades 1-7), and College (grades 8-12) students. The school is located directly opposite the U.S. Consulate and does not offer a school-sponsored bus. Uniforms are required and can be purchased at the school. Reddam follows a mid-January to early-December calendar and places children in grades based on their date of birth. They have a speech therapist and occupational therapist on campus.

SOUTH AFRICA, Johannesburg

SPECIAL EDUCATION

Post Comments – Special Education in Johannesburg (2015)

- ***The American International School of Johannesburg*** (PK-12) <http://www.aisj-jhb.com/> Special needs support in mainstream classes, offering differentiation and learning support specialists, occasionally working from a sensory room. AISJ accepts children with special needs on a case-by-case basis, according to available resources.
- ***Bella Vista School*** (K-8) www.bellavista.org.za This is a remedial preparatory school for children who are unable to make progress in a mainstream environment. There are therapists on staff. Admissions are operated through BATU (Bellavista Assessment and Training Unit).
- ***c.a.r.e. (The Centre for Autism Research and Education)*** (18 mths-12yrs) <http://www.thecarecentre.co.za> The School is an early childhood center designed for 1.5-12 year olds with autism spectrum disorder (ASD), pervasive developmental disorders (PDD) and other communication disorders. They offer intensive speech, occupational and physical therapies, as well as autism-specific and remedial therapies.
- ***Cedarwood School*** (K-12) <http://www.cedarwoodschool.co.za> Inclusive remedial preparatory school and college for children with mild to moderate support needs in Glenferness, north of Lonehill (approximately 40 minutes from CG Johannesburg). The School has small class sizes and therapists on staff to meet learners' needs.
- ***Crossroads School*** (Center for Remedial Education) (K-7/8) www.crossroadsschool.co.za This remedial school educates only students with learning difficulties and has a total of eighteen therapists on staff that provide psychological, occupational, speech/language and/or remedial therapies during the school day; all are included in the school tuition fees.
- ***Flutterbys*** (2.5-12yrs) <http://www.flutterbys.co.za> This small school in Midrand is designed for children between the ages of 2 ½ and 12 with learning differences including: autistic spectrum disorder, pervasive developmental disorder, downs syndrome, mild cerebral palsy, aphasia, apraxia, dyspraxia, dyslexia, ADD/ADHD, mild visual and hearing impairment, neurological delays (due to pregnancy and birth complications), auditory and visual processing delays, modulation, regulation and sensory integration difficulties.
- ***Grantley College*** (8-12) www.grantleycollege.co.za The School offers a multidisciplinary approach to students in grades 8-12 with learning difficulties, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and/or high-functioning Asperger's.
- ***Japari School*** (K-7) www.japarischool.org.za The School offers therapy and assessment for children with specific learning difficulties, of average cognitive ability who would not otherwise be successful in a mainstream environment.
- ***Unity College*** (6-20yrs) <http://www.unity-college.org.za> Independent special needs school in Fourways, serving students from 6-20 years. Learners have delayed scholastic abilities, and perform below their cognitive age. Senior years focus on vocational and life skills. Class sizes are small, and therapists and counselors are on staff.

SOUTH AFRICA, Pretoria

SPECIAL EDUCATION

Post Comments – Special Education in Pretoria (2015)

- ***The American International School of Johannesburg Pretoria Campus*** (PK-8) www.aisj-jhb.com The school has a Resource Department to assist students who present special needs and an ELL Department to assist the non-English home language students to gain a proficiency in the language of instruction. It is Board policy that classes for core academic subjects should not exceed 15 - 17, thus providing students with excellent individual attention.
- ***Baby Therapy Center*** (0-3yrs) www.babytherapy.org.za The Centre is an early intervention service for newborn infants to toddlers, age three who have developmental disabilities or special needs. These include premature babies, cerebral palsy, autism, genetic disorders, pervasive developmental disabilities, shaken baby syndrome, etc.

SOUTH AFRICA, Pretoria (cont'd)

SPECIAL EDUCATION (cont'd)

- **Care Center** (18mths-12yrs) www.carecenter.co.za CARE is a day school, focused on therapy and learning in Johannesburg. Specialized in early intervention, an adapted preschool curriculum and functional skills at the Centre of Focused Learning. They cater to learners affected by Autism Spectrum Disorder (ASD), between the ages of eighteen months and twelve years of age.
- **Crossroads School** (K-7/8) www.crossroadsschool.co.za The school educates only students with learning difficulties and has a total of eighteen therapists on staff that provide psychological, occupational, speech/language and/or remedial therapies during the school day; all are included in the school tuition fees.
- **Faery Glen Therapy Center** www.faeryglen.co.za This early intervention center for individuals with severe to moderate special needs has a low pupil teacher ratio and individual developmental plans for each student. Speech and language and occupational therapies are provided at the site.
- **Flutterbys** (2.5-12yrs) <http://ads.easyinfo.co.za/html/custom/flutterbys/index.htm>. This School is designed for children between the ages of 2 ½ and 9 with learning differences including: autistic spectrum disorder, pervasive developmental disorder, Down syndrome, mild cerebral palsy, aphasia, apraxia, dyspraxia, dyslexia, ADD/ADHD, mild visual and hearing impairment, neurological delays (due to pregnancy and birth complications), auditory and visual processing delays, modulation, regulation and sensory integration difficulties.
- **Grantley College** (8-12) www.grantleycollege.co.za The School offers a multidisciplinary approach to students in grades 8-12 with learning difficulties, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and/or high-functioning Asperger's.
- **Little Leaps** (3-7yrs) <http://www.littleleaps.co.za> Little Leaps is an early childhood center designed for 3-7 year olds with autism spectrum disorder (ASD), pervasive developmental disorders (PDD) and other communication disorders.
- **New Hope School** (4-18yrs) www.newhopeschool.co.za/. New Hope School in Pretoria is designed for students with permanent physical disabilities or those with cerebral palsy, including those with learning problems as long as they are not severe; also for students with learning disabilities who are having difficulty with reading, spelling, writing, mathematics. It also has outpatient therapies for infants aged 0-3.
- **Pretoria Preparatory School** www.pretoriaprep.co.za The School was established to meet the needs of learners with "average and above average intellectual potential" who are underachieving in mainstream schools due to specific or generalized learning difficulties. The goal is to prepare students for entrance back into mainstream schools. Therapies include OT, PT, and speech/language.
- **The Star Academy** www.thestaracademy.co.za The Centre for Autism and Related Disorders in the USA (C.A.R.D) are world leaders in autism treatment (www.centerforautism.com). The Star Academy is an affiliate C.A.R.D clinic and provides one-on-one therapy to children with autism and related disorders in Pretoria and Johannesburg.
- **Tomorrow's People Primary and Nursery School** (K-8) www.tompeo.co.za/ This primary school provides a mainstream education for students with learning differences. Students currently enrolled include those identified as learning disabled, ADD, ADHD, and autism. There are both mainstream and remedial classes in every grade. Students can be in either or both, for example math in mainstream and languages in remedial. Placement decisions are made according to individual need. The school has three locations in Pretoria.
- **UNICA** (3-18yrs) <http://unicaschool.co.za>. UNICA offers a highly structured learning environment, in small classes ranging from 7-9 students. Its curriculum focuses on the development of academic abilities; communication and behavior management programs; movement and visual perceptual skills; social skills; computer, vocational training and leisure skills; and life orientation and thinking skills.

SPAIN, Madrid

SPECIAL EDUCATION

Post Comments (2015)

Special needs resources at local private schools in Madrid are limited. Before accepting a Madrid assignment, the Embassy highly recommends that parents contact the school of their interest and inquire about services for their child. Providing the school's admissions office with as much information as possible is key to a successful placement, for example, Individual Education Plans (IEPs), educational evaluation reports, 504 plans, evaluations from psychologists, doctor's evaluations, teacher recommendations, and samples of a child's academic work. Below is a listing of resources for supporting children in Madrid.

- **American School of Madrid:** <http://www.asmadrid.org/> For students in grades 1-8, English-as-a-second-language and remedial reading are offered through the School's Optimal Learning program. ASM may admit and offer assistance to students with a diagnosed very mild learning disability. Psychological testing, as well as private remedial assistance, is available in the community.
- **Study Center Foundation:** <http://scf-madrid.org/index.php> The Study Center Foundation (SCF) is a small, co-educational day school which provides individualized education programs for English-speaking students ages 9-18 (American system grades 4-12). It is specifically geared toward students requiring a strong, caring, supportive structure and personal guidance and for students who experience difficulties in the standard classroom. Special attention is given to students with learning differences. High school students follow a secondary school correspondence course prepared by the American School of Chicago. Upon completion of graduation requirements, a U.S. high school diploma is awarded.

The SCF classes are small with an average ratio of 1 teacher for every 3 students. Classes cover the basic areas of reading, writing, and arithmetic along with all of the important aspects of the standard college preparatory school curriculum. All classes are taught in English, with Spanish offered as a foreign language. The school has a permanent full-time staff of three teachers, adding staff as the student population grows. All teachers are professional teachers with special education experience and credentials. Student numbers vary over time, ranging from 14 – 25 in any one given year. Almost all students are referred by mainstream schools, subject to the mainstream school's capacity and desire to retain students.

The School also offers after-school services, consulting for other schools, and special classes in response to individual requests. The school draws on outside consultants for speech therapy, and refers students to specialists including educational psychologists and medical doctors specializing in medication for special needs students.

The Study Center Foundation's strengths are in the areas of learning problems in math and reading, dyslexia, ADD and ADHD, ESL and emotional issues. The school facility, a small house, would not be accessible for students with mobility problems, especially wheelchair needs, and the staff is not trained and experienced with vision- or hearing-impaired students' needs.

The Study Center Foundation is recognized by the Spanish Ministry of Education and Science as a private, cultural foundation. The high school course follows the American School of Chicago Program, which is accredited by the North Central Association of Colleges and Schools (NCA), The Commission on International Trans-Region Accreditations (CITA), and the Illinois State Board of Education.

- **SINEWS Multilingual Therapy Institute:** – <http://www.sinews.es> The multi-lingual therapy group SINEWS offers a wide variety of services in English for children and adolescents, including cultural adaptation psychotherapy, psychotherapy, psychiatry, speech therapy and occupational therapy. They also work with issues of childhood bilingualism. Specific areas of expertise in their practice include: ADHD, learning disorders, problems with anxiety and depression, enuresis (bed wetting), language disorders, processing and sensory integration disorders, defiant behaviors and more. Many of their professional staff members are native English speakers, with training in the United States. They also produce an informative newsletter, which is free to those who register for it online.

SPAIN, Madrid (cont'd)

SPECIAL EDUCATION (cont'd)

- **PROED** – <http://www.proed.es> PROED, S.L. is an educational support center specializing in helping children and young adults with learning differences. PROED creates specialized, flexible teaching programs and performs diagnostic prescriptive assessments in order to determine each student's specific areas of strengths and weaknesses. Academic support is provided in a variety of ways: individual one-on-one classes, group classes, and a homework club with the goal of teaching students how to think, analyze, and effectively overcome their learning differences. PROED also provides parental support through continuous feedback or scheduled meetings. They provide services in both Spanish and English.
- **Project Autism:** – <http://www.ilusionescompartidas.org> Project Autism is in its infancy in Madrid. They are modeling their program after the Princeton Child Development Institute (PCDI) in the United States. Two English speaking contacts are: Pilar Tejera - pilar@ilusionescompartidas.org (Director of Ilusiones Compartidos) and Maria Angeles Rebollar - marebollar@gmail.com (trained and work at the Princeton Child Development Institute in professional services for autistic children)
- **ALEPH-TEA:** - <http://www.aleph-tea.org> Aleph-tea offers services and a school for children with autism and Asperger's. All services are in Spanish.

American School of Madrid (2015)

PK-12

885

www.asmadrid.org Mild learning disabled at the elementary schools grade levels can be accommodated in the regular classroom and through a resource room. There is minimum support for these students. Middle school has support classes in general study skills and English language support.

SRI LANKA, Colombo

SPECIAL EDUCATION

Overseas School of Colombo (2015)

PS-12

418

<http://www.osc.lk> The School has a Special Needs Department to assist children with mild learning disabilities.

SUDAN, Khartoum

SPECIAL EDUCATION

Khartoum American School (2015)

N-12

221

www.krtams.org KAS is able to meet a variety of special needs including learning disabled, mentally handicapped, multiply handicapped, speech impaired, orthopedically impaired, and emotionally disturbed. The most severe students receive one-on-one instruction or helpers.

SURINAME, Paramaribo

SPECIAL EDUCATION

Suriname International School (2015)

PK-12

53

www.suriname-internationalschool.com The campus is wheelchair accessible. The School can make further accommodations (i.e. to bathroom stalls) if necessary.

SWAZILAND, Mbabane

SPECIAL EDUCATION

Post Comments – Schools in Swaziland (2015)

- **Usutu Forest Primary School** – www.usutuprimary.ac.sz The learning support center houses a remedial therapist, speech and language therapist, occupational therapist, and a school counselor.
- **Montessori Life Primary School** – www.montessorilifeprimary.com The part-time staff includes a special needs therapist.

SWEDEN, Stockholm

SPECIAL EDUCATION

Post Comments –Education Options (2015)

Education in Sweden is based on a concept of socialist equality, which is to say that everyone should be treated equally. As a result, both gifted and those with learning disabilities tend to receive less than adequate attention. SIS and BISS both offer some accommodations for children with mild to moderate special needs. Before coming to post with children who will need learning support, we strongly encourage parents to communicate with the prospective school and receive written assurances that the school can provide adequate services. If there are questions concerning special needs educational costs, contact the U.S. State Department Employee Consultation Service at MEDECS@state.gov.

British International School of Stockholm (2015)

PK-7

291

www.bisstochholm.se The School is able to accommodate children with moderate learning difficulties and also offers ESL. Students with learning difficulties will be placed on an Individual Education Plan and will work both inside the classroom and outside the classroom with individualized or small group instruction.

Stockholm International School (2015)

PK-12

621

www.intsch.se/ The School does offer support which is assessed for specific children and then the program is made for the individual child. Percentage of pull-out can go up to 50%. There is a counselor on staff to help and collaborate. There are two special needs teachers on staff. They also use community personnel to support special needs students. Outside community services are paid for by the parents and are not included in tuition.

SWITZERLAND, Berne

SPECIAL EDUCATION

All Special Kids (2015)

www.allspecialkids.org This website, organized by parents and containing Berne and Geneva based support groups for families of children with special education needs, includes a directory of English speaking specialists in the Geneva area, as well as other pertinent information. There currently is no Berne based support group or specific information, but there is an effort on the way to establish such a group. Specialists and therapists are in very high demand and should your child need to see someone outside of school hours, it is strongly recommended that you contact them as soon as possible.

The British School (2014)

PK-6

110

<http://www.britishschool.ch/> Mild speech impaired and learning disabled can be accommodated in the regular classroom at the elementary grade levels. Moderate orthopedically impaired at the elementary grade levels. The school is accessible for the physically handicapped student.

International School of Berne (2014)

PK-12

285

www.isberne.ch Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. Our learning needs coordinator is certified to administer diagnostic tests. Psychological tests are not administered by staff at the school. The school recommends for out-sourcing in these cases.

SWITZERLAND, Geneva

SPECIAL EDUCATION

Post Comments – Geneva Area Schools Report (2015)

ISG/Ecolint is the best equipped school in the area for children with special needs. Other schools will accept children with mild special needs but this is always assessed on a case-by-case basis. There are a limited number of English speaking special needs support specialists (e.g. occupational and speech therapists) available in Geneva so availability of places in these programs are extremely limited. Schools have to base their acceptance on the availability of support for an individual child's needs.

SWITZERLAND, Geneva (cont'd)

SPECIAL EDUCATION (cont'd)

ISG/Ecolint has the capacity to accept children with more moderate special needs, however vacancies in their schools/programs are extremely rare with parents beginning the application process years in advance.

Parents with children with special needs considering a posting to Geneva should contact schools immediately to confirm the likelihood of space being available should they be assigned to Geneva.

- **International School of Geneva (ISG):** offers learning support across all three campuses. Learning support (LS) is provided in both a classroom setting and in smaller groups. They provide any support specialists that may be required such as psychologists, speech and occupational therapists. In addition to the learning support program, they provide the Extended Support Program (ESP) for more moderate special needs at all three campuses. There are 8 spaces in this program at each school and spaces are very, very rare. The cost of this program is roughly double the cost of regular tuition. Many parents begin the application process for this program years in advance. The Extended Support Program is offered as follows:
 - La Chat Campus – Kindergarten through grade 4 for 2013-2014 school year with plans to expand to higher grades thereafter.
 - LGB Campus – Students aged 3 -15.
 - Nations Campus – Children aged 3 – 21.
 - For more information on the special needs offered by ISG visit <http://www.ecolint.ch/learning-ecolint/special-educational-needs>
 - Email: admissions@ecolint.ch/ Tel: +41 22 787 26 30
- **College du Léman (CDL):** The Learning Support Department at CDL offers assistance to students with mild to moderate learning differences in Grade 6, 7, and 8 in the Secondary School. They work to identify a student's strengths and help them to achieve their potential. They recognize that individual needs vary and therefore provide an individual approach in which support is tailored to the student's needs. Their aim is "to stimulate and maintain all student's curiosity, interest and enjoyment in their education." Collège du Léman provides a "three tiered continuum of support for students and understands that students may require short term or longer term provision. Support takes place both in classrooms and in small-group settings. The individual plan designed for each student follows discussion with the student's teachers, parents and the Director of Special Needs or Primary School Special Educational Needs Coordinator. Recommendations from educational evaluations are also considered. Progress is carefully monitored and any adjustments necessary are quickly made to the student's program. Independent learning skills are encouraged through involvement in learning support." If you would like further information, contact Mrs. Alexandra Limon at alexandra.limon@cdl.ch. CDL's learning support brochure can be found here: https://cdn.media78.whipplehill.net/ftpimages/330/misc/misc_103564.pdf.
 - Email: Jeanelle Bradbrook, jeanelle.bradbrook@cdl.ch Tel: +41 22 775 5591
- **The Oak Hill School:** Oak Hill School is a supplemental half day program that provides learning support to children with ADD/ADHD and dyslexia with average or above average IQ that are experiencing difficulties in a normal classroom setting. Children are accepted to the program with the expectation that they will fully integrate in to their base school within 1 - 2 years. Several of the local international schools use Oak Hill as a supplemental program and Oak Hill and the child's base school coordinate lesson plans and daily transition to the mainstream classroom. Students at Oak Hill are required to attend regular school for half days. Oak Hill provides three hours of instruction in the morning in reading, written language and mathematics. The school is situated in Nyon, about 20 minutes from the Mission (with no traffic). Teaching at the Oak Hill School is based on the Hill Center methodology, developed at the Hill Center in Durham, NC (www.hillcenter.org). Applied behavioral analysis is a fundamental component of instruction at Oak Hill, and teaching is individually tailored to meet the needs of the children. Emphasis is placed on reward and praise, and teachers use a point system to reinforce good behavior. Multi-sensory techniques are applied to

SWITZERLAND, Geneva (cont'd)

SPECIAL EDUCATION (cont'd)

enhance the children's study skills. The teacher to student ratio at Oak Hill is 1:4. Some homework is given, but this is done in liaison with the base school. Oak Hill provides transportation back to the child's home school in the afternoon. Lunch is not served at the school. Admission is subject to a current report from an Educational Psychologist who diagnoses the child with a specific disorder. Oak Hill relies on testing such as the Woodcock-Johnson Psycho educational Battery.

- Address: 31 Chemin de Précossy 1260 Nyon
 - E-mail: education@oakhill.ch Tel: +41-22-354-0140 Web: <http://www.oakhill.ch/>
- **All Special Kids (ASK):** Organized by parents, ASK is a Geneva based support group for families of special needs children. In addition to providing support to families and help with homework they also offer numerous seminars targeting parents, educators and specialists. Their website includes a directory of English speaking specialists in the Geneva area as well as other pertinent information. Specialists and therapists are in very high demand in Geneva and should your child need to see someone outside school hours, it is strongly recommended that you contact them as soon as possible.
 - Address: 150 Rte de Ferney, Rm 425a 1211, Geneva
 - Email: info@allspecialkids.org Tel: +41- 22-788- 2102 Web: www.allspecialkids.org
- **FEDEA School for Autism:** FEDEA is the only specialized center in Switzerland for children and youth aged 3-25 with autistic spectrum disorders (autism, Asperger syndrome, PDD-NOS and Rett's syndrome). Programs are offered all year. The school is very small and offers programs in English and French. Morges is a small town situated approximately 30 minutes from Geneva by train and a little longer by car, depending on traffic. Admission is on a first-come-first-served basis and space is limited. All teaching plans are individually tailored to the needs and abilities of the children. In developing these plans, FEDEA draws on ideas from the standard British and American curriculum. Although FEDEA does not have any students sitting for standard exams, they have indicated that it would be possible to prepare children with abilities for such tests. FEDEA incorporates elements from the TEACCH program in North Carolina as well as Applied Behavioral Analysis in their teaching methods. Emphasis is placed on autonomy in tasks and social skills. To achieve this, FEDEA uses one-on-one instruction, positive reinforcement, repetition, consistency, and visual aids. For instance, each child is assigned a color, and everything that relates to that child is color coded (their chair, desk, shelves, and even lines on the floor where they line up before class or stand during exercise). To teach autonomy in performing daily tasks, teachers use mannequins that the children can practice dressing and undressing and take excursions to shops, restaurants, etc. The School does not have a courtyard, but it owns two minibuses which take the children out every day for outdoor activities. The nursery class goes in the morning, and primary and secondary go in the afternoon. When the children leave the school premises, they are all dressed in school uniforms (t-shirts/sweaters) that easily identify them as belonging to the school. A variety of sports are practiced: rollerblading, tennis, ice skating, swimming, Nordic walking, etc. Different sporting activities are organized to help the children develop motor skills and to encourage potential hobbies. All the children have a PC work station and a locker in which they keep sports equipment, etc. Lunch is served at the school (prepared by the cafeteria/restaurant downstairs) and the school accommodates the children's various dietary needs. FEDEA does not provide transport to and from school. Students at the primary and secondary levels start at 08:15 am and finish at 3:45 pm, except for Wednesdays when they go from 08:15 am to 12:00 noon. Nursery school students start at 09:15 am and leave at 3:45 pm, except for Wednesdays when they finish at 12:00 noon. In addition to summer holidays, the school breaks for two weeks in October, two weeks for Christmas, two weeks in February and two weeks for Easter.
 - Address: 2 Rue du Pont-Neuf 1110 Morges
 - E-mail: info@fedea.ch Tel: +41-21-803-6230 Web: <http://www.fedea.ch/>

TAIWAN, Kaohsiung
SPECIAL EDUCATION

Morrison Academy Kaohsiung (2015)

K-11

190

<http://kaohsiung.mca.org.tw/> The School is equipped to work with mild special needs students, including emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired. However, the School cannot accommodate students with moderate or severe special needs.

TAIWAN, Taipei
SPECIAL EDUCATION

Grace Christian Academy (2015)

1-12

149

www.gcataipei.com The Academy has had positive experiences mainstreaming students with certain special needs. They have ESL students, who have short term needs, and students with ADHD, ADD and Asperger's who have been successful in the regular classroom; they do not have any pull-out program or special classes for them. Although they do not have a full-time special needs teacher, or the personnel to diagnose such challenges, throughout the years of their school, some of the teachers have taken coursework to qualify for working with special needs in the US. One student, challenged by Asperger's, has been at the school for eleven years. His parents were able to find clinical counseling for him outside of school, but they have no special services for him in school. This family feels that the positive support he has at the school, the smaller classes, and the growing familiarity of their teachers to their child outweighed the benefits of a special education program.

Although they enroll some ESL students, they do not have a pull-out program or ESL classes. There are several explanations for the success they have enjoyed with their ESL students: 1. Their "Double English" plan for all students in grades 1-8 and for some students in high school. All students attend two daily English classes. 2. The class size at the elementary level is so small, 2-14 students, that ESL issues are dealt with in the class and with the primary teacher, through typical education methods, common to US teachers. Middle school and high school class size is also kept small. 3. Small classes throughout their school easily adapt themselves to differential learning; high school students have some coursework options divided by English proficiency levels.

The campus is wheel chair accessible with ramps and elevators. Currently one elementary student has an aide who is present full-time to wheel him from room to room in accordance with his schedule. Previously, their student body included two hearing impaired students without sign interpreters; both had successful experiences.

Parents of students with special needs have communicated those needs prior to enrollment. Teachers then confer to determine how their system can accommodate those needs. If all are convinced that the student will benefit, enrollment proceeds. At this time, no additional fees have been required for special needs. They have not accepted any special needs students without an interview and visit to their location prior to admittance.

The school is known for the kindness of the teachers, so it seems odd that they have not been successful with teenagers documented as having emotional difficulties or emotional adjustment issues. Every high school must deal with typical teenage issues and they do so through the teachers and their Bible classes, however, their attempts to help teenagers with special emotional needs have not yielded acceptable results. At this time, they are not willing to take on such cases.

Morrison Academy-Taipei Campus (2015)

K-9

199

<http://www.mca.org.tw/> Morrison Academy Bethany is currently only able to provide special needs services for students with mild to moderate special needs. Children of missionary families with moderate special needs will be considered for admission. Normally, special needs students who are not children of missionaries will be ineligible for admission, although exceptions may be made by the superintendent if Morrison Academy is capable of meeting the child's educational needs. Usually students with learning disabilities, ADHD, or other mild to moderate disabilities can receive services. Bethany has one special needs teacher for grades kindergarten to 9th grade. Morrison Academy does not have an on-site professional to diagnose disabilities, but typically a psychological examiner comes two to three times per year to evaluate students.

TAIWAN, Taipei (cont'd)

SPECIAL EDUCATION (cont'd)

Taipei Adventist American School (2015)

1-8

121

<http://taas-taiwan.com/> The School hired a special education teacher who has training in her field. They have a policy of accepting only a small percentage of mildly disabled students so they can better meet their needs. They don't have staff on duty to diagnose disabilities. They work with the local agency called SEEK to train and counsel the School's needs. There are agencies that have trained workers to accompany children to school and assist them in the classroom.

Taipei American School (2015)

PK-12

2,310

www.tas.edu.tw In lower and middle schools, the School's ESL programs help students who need extra support with the English language. Students are provided with a continuum of services ranging from in-class support by specially trained ESL teachers to pull-out classes for students needing more support. TAS also provides services for students with mild learning difficulties. Their well-trained, professional support services team consists of psychologists, speech and language specialists, learning resource specialists, and reading specialists. Students with mild learning differences are served in the mainstream educational program and receive support services that focus on remediation of academic disabilities, skill development, and/or academic support.

Taipei European School (2015)

K-12

1,522

www.taipeieuropeanschool.com Mild emotionally disturbed students can be accommodated at all grade levels. Mild to moderate learning disabled students can be accommodated at the elementary and middle school grade levels. Moderate mentally handicapped students can be accommodated at the middle school grade level. Mild multiply handicapped students at the elementary grade levels can be accommodated. Mild speech impaired students can be accommodated at the middle school grade levels.

TAJIKISTAN, Dushanbe

SPECIAL EDUCATION

QSI International School of Dushanbe (2015)

PK-12

86

<http://www.qsi.org/tajikistan/tjk/> Students with special needs are accepted on a case-by-case basis. The School cannot provide extra services for special needs children and, in Tajikistan, outside services are simply not available. If the child requires a special assistant or teacher the parent must provide these personnel. The School currently has two educators with special needs backgrounds.

TANZANIA, Dar es Salaam

SPECIAL EDUCATION

Dar Es Salaam International Academy (2015)

K-10

258

www.dia.co.tz *Dar es Salaam International Academy (DIA) Special Educational Needs & English Language Learners Policy:* According to the DIA Mission Statement "DIA aspires to deliver high quality international education" and "to develop, sustain and maintain academic excellence". In the Admission Policy it is stated that students who "demonstrate an ability and willingness to participate in an all-encompassing international environment" will be admitted. It is also written "because [DIA] aims to provide the best possible education to all students, it is not possible at present to admit students who require high levels of special education due to severe learning, emotional, or behavioral needs. DIA will consider accepting students with mild needs."

- *Enrollment:* Students with mild special educational needs (SEN) will be considered for enrollment. The decision will be made following discussions between the Head of School, Student Services Coordinator (PYP) or Student Support Coordinator (MYP), and the respective departmental coordinators once all application documentation has been submitted to the school. Information from relevant professionals (e.g. previous teachers, psychologists, doctors etc.) will be considered and must be submitted when applying along with the other application documents. If a student applying does not provide the necessary documentation in regards to their SEN and it is later found that behavioral concerns or SEN are present and have been identified by other educational institutions or educational professionals, it is possible that the student will be asked to find an alternative school if his/her needs cannot be met by DIA.

TANZANIA, Dar es Salaam (cont'd)

SPECIAL EDUCATION (cont'd)

- *NB: Due to DIA's current facilities and resources, they cannot admit students with moderate or severe Special Educational Needs, however all applying students will be reviewed on a case-by-case basis.*

1. Conditions for Admission

- i. Special Educational Needs: The term mild special educational needs is used in this case to describe students with the following circumstances: needs relating to being gifted and talented, specific learning differences, speech and language difficulties, social, emotional and behavioral needs, physical, sensory and medical conditions, and mental health conditions, general learning difficulties. For the purposes of this policy, students with SEN may refer to students with diagnosed or suspected difficulties mentioned above, and also to students who are struggling with key areas of learning such as literacy, organization, or research skills and who need additional support.

✓ *PYP*: All students must be capable of reaching the curriculum objectives, with special assistance from DIA's PYP Student Services Department, where differentiated classroom teaching will be provided, as and when necessary. Students who apply for admission in PYP must be able to reach certain objectives in language, unit of inquiry and mathematics. Students who are not able to meet these objectives will either: A. Not be admitted; B. Be admitted on a conditional basis. If after the initial assessment, it is felt that the student can manage only with extra support that can be accommodated, s/he may be admitted; or C. Will be admitted on a one or two term provisional basis with conditions. The situation will be reassessed at the end of the term of acceptance.

✓ *MYP*: All students must be capable of reaching the curriculum objectives, with special assistance from DIA, such as help from the student support coordinator, and differentiated classroom teaching, as necessary (English language issues will be considered in grades 6, 7, 8 and 9 on a case-by-case basis). In order to be eligible for admission, the student must be capable of reaching certain objectives in reading, writing and math. Students who are unable to meet all objectives will either: A. Not be admitted; B. Be admitted on a conditional basis. If after the initial assessment, it is felt that the student can manage only with extra support that can be accommodated, s/he may be admitted; or C. Will be admitted on a one or two term provisional basis with conditions. The situation will be reassessed at the end of the term of acceptance.

- *Identifying Students with Special Needs*

1. *PYP*: Students applying to DIA, from Tanzania or abroad, will be carefully assessed and considered on a case-by-case basis. Students applying from schools other than DIA must submit a confidential report form from their school; previous reports; and must sit an entrance diagnostic assessment. The entrance assessment is applicable for the learner's grade to which they are applying for. This assessment will test a student's level of language and mathematical skills. Applications from students who do not meet the grade's admissions requirements, will be discussed by the coordinator, respective class teacher and Student Services Coordinator, who will consider student's previous school reports as well as review the strengths and weaknesses of the student's entrance assessment, and consider whether DIA has the resources to support the student effectively. If necessary, the Student Services Coordinator will meet with the applying student in order to assess further. If the student is accepted, the student services department will also discuss the student's progress over the initial weeks with the student's teachers to get a fuller understanding of the student's abilities.
2. *MYP*: Students applying to DIA, who come from PYP at DIA, or from further afield, will be assessed and considered on a case-by-case basis. Students applying from schools other than DIA must submit a confidential report form from their school; previous reports; and must sit an entrance diagnostic assessment. Mathematics and language skills are assessed in the entrance assessment. Applications from students who do not meet the grade's admissions requirements will be forwarded to the Student Support Coordinator, who will review the strengths and weaknesses of the student, and consider whether DIA has the resources to support the student effectively. If necessary, the Student Support Coordinator will meet with the applying student in order to assess further. Students who are applying

TANZANIA, Dar es Salaam (cont'd)

SPECIAL EDUCATION (cont'd)

from the PYP in DIA will also sit an entrance assessment to gain access to MYP. The MYP Coordinator and the Student Support Coordinator will discuss students who are in DIA PYP grade 5 in Term 2, in order to review each student's progress and needs. Feedback will also be sought from the Grade 5 class teacher (s) and the PYP Coordinator.

3. The Student Support Coordinator will be informed of any applicants who have not scored highly on the entrance assessment, and will consider each student's previous school reports as well as the entrance assessment to make a decision as to whether they qualify for additional support. The Student Support Coordinator will also discuss each student's progress over the initial weeks with the student's teachers to get a fuller understanding of the student's abilities.

- *In School Support:* Students who do have mild special educational needs (suspected or diagnosed) and who are capable of reaching PYP and MYP objectives, students who are English language learners, and other students who are struggling with literacy, research or organizational skills may receive support from the Student Support Coordinator/Student Services Coordinator or teacher on a daily or weekly basis. This may involve in-class support (altered booklets or worksheets, assignments broken down into simplified steps, simplified language etc.) planned in coordination with the classroom or subject teacher, and/or it may involve receiving support outside of the classroom on an individual or small group basis. However, DIA values inclusion, and these support classes will be a small proportion of the student's classes. The vast majority of the student's time will be spent in their usual class, learning alongside their classmates. In order to ease the demands of students with SEN or ELL students, in mainstream classes, the Student Support Coordinator and Student Services Coordinator will liaise with subject teachers to discuss the most effective methods for approaching the education and general performance needs (e.g. class participation, enjoyment of school life) of each specific student. The teachers will implement teaching strategies in their lessons (to be stated in their unit plans) to assist those students with SEN, or ELL needs. These will include accommodations in the classroom, tailored instructions, and suitable interventions. If the Student Support/Student Services Coordinator is working separately with a student, these lessons will be planned by taking into consideration the content, approaches to learning skills (MYP), transdisciplinary skills (PYP), teaching strategies and learning experiences of the student's current unit.

1. PYP: The PYP Student Services Department consists of a Student Services Coordinator, one full-time student services support teacher and two part-time student services support teachers.

- i. The role of the Student Services Coordinator is to: review any ELL or SEN applications to DIA with the respective class teacher and PYP Coordinator and consider if the student can be helped with the resources in DIA. Assess and make individual lesson plans and objectives for students receiving extra support. Sit in classes, observe students with SEN and advise teachers that need assistance with these students. Pull students out of language classes and or subject classes that students are having difficulties with to work one-on-one with or in small group lessons. Liaise on a regular basis with classroom teachers to determine the student's progress and make adjustments both in class and in support lessons. Communicate and meet parents/guardians on a regular basis to discuss student's progress and give guidelines and assistance to ensure the best support can be given at home. Communicate and work with the support teachers to discuss plans and objectives to make sure that the Student Services Department provides the necessary support that students require. Schedule the student services calendar on a termly basis, in order to accommodate students who require support. Recommend professional development for teaching staff to support students within the classroom. Ensure report cards are thorough and report on benchmarks set for students receiving additional support.

TANZANIA, Dar es Salaam (cont'd)

SPECIAL EDUCATION (cont'd)

- ii. The role of the student services support teachers is to: work with the Student Services Coordinator to form plans, assessment strategies and objectives to be suit student's individual needs. Sit in classes and observe students, give assistance where needed. Pull students out of language and or other subject classes to work one-on-one with these students or in a small group lessons on a daily or weekly basis. Communicate regularly with the Student Services Coordinator about individual student progress. Offer in-class support for unit of inquiry classes as well as other classes where required. Students with SEN are assessed on an individual basis according to their grade level's scope and sequence. After accepting a student with mild SEN needs, or if a class teacher has identified a student struggling in language, unit of inquiry or mathematics, s/he will inform and meet with the Student Services Coordinator to discuss the learner's difficulties and needs further. The Student Services Department will then observe the student and review the student's academic work. An IEP (Individualized Education Program) will then be created with the classroom teacher, in order to assist the student reach his/her objectives. The Student Services Department will work with these students on a regular basis until they are able to be put back into normal classes and reach their grade's standard objectives. parents/guardians will be notified before the Student Services Department commences working with the student.
 - iii. Students with SEN can complete assessment tasks under altered conditions, when necessary. In order for these students to reach their objectives, arrangements may be made to include, but are not limited to the following: questions being read aloud to the student, the student being provided with regular breaks during an assessment, the student being permitted extra time to complete the assessment, a student completing an assessment on a computer instead of writing by hand, language in the assessment task instructions/assessment questions being simplified, assessment tasks may be broken down into a series of simple steps, assessment tasks will be planned to ensure that they assess relevant objectives only, and students may complete the assessment in a quiet, distraction-free area. These arrangements will not be applied when it puts the student at an advantage over his/her peers, rather they are to limit the specific challenges faced by that student that other students do not face.
- 2.MYP: Students with diagnosed SEN can complete assessment tasks under altered conditions, when necessary. The student will still be required to reach the same objectives as other students, however special arrangements can be made to limit the challenges faced by the student due to his/her SEN. Such arrangements may include, but are not limited to the following: Questions being read aloud to the student, The student being provided with regular breaks during an assessment, The student being permitted extra time to complete the assessment, The student may bring a dictionary into an exam, A student completing an assessment on a computer instead of writing by hand, A scribe to write a student's answer, Language in the assessment task instructions/assessment questions being simplified, Assignments may be broken down into a series of simple steps, Assignments will be planned to ensure that they assess relevant objectives only, Students may complete the assessment in a quiet, distraction-free area, and Additional graphic planners may be provided to the student to ensure that s/he plans as effectively as possible.
- i. Students with SEN may receive extra time with the Student Support Coordinator preparing for the assessment, or completing an assignment.
 - ii. Parents/Guardians may be communicated with so that they are aware of the assessment and can offer support at home.
 - iii. Students may be given the option of redoing assessments, when it is clear that learning objectives have not been achieved.
 - iv. These arrangements will not be applied when it puts the student at an advantage over his/her peers, rather they are to limit the specific challenges faced by that student that other students do not face.

TANZANIA, Dar es Salaam (cont'd)

SPECIAL EDUCATION (cont'd)

- *Support and Learning through Technology:* DIA acknowledges the growing prevalence of technology in our lives, and values the role that technology plays in providing students with support mechanisms for areas of weakness, and facilitating students to work on areas of weakness in a multi-sensory manner. As much as possible, students will be taught how to use such technological tools to support them, such as text to speech programs, speech to text programs, spell and grammar checkers, dictionaries, calculators, etc. Using these tools effectively is especially important for students who face long-term difficulties, such as dyslexia, where it may not be realistic to expect the student to become a sufficiently proficient speller. DIA subscribes to online resources every year to allow students to work on spelling, reading, English Language, French and Mathematics. Please see appendix for a full list of recommended resources.
- *Communication with Teachers:*
 1. PYP: Class/subject teachers who have concerns about a student in their class must fill out a Student Services Form (which can be found on the server, please see appendix 4). This will inform the Student Services Department of the student's details and areas of concern. Once the Student Services Department reviews this form, a meeting will be conducted to discuss the student and to plan intervention and/or support. Teachers can also inform the Student Services Coordinator via an email, outlining their concerns and requesting to set up an individual meeting to discuss these students further, however this process will be formalized if the Student Services Department is intervening in an official capacity. The Student Services Coordinator will liaise closely with class and subject teachers to ensure holistic support for the student. They will communicate with teachers via email, individual meetings, and whole staff meetings. The Student Services Coordinator will also liaise with parents/guardians.
 2. MYP: Subject teachers who have concerns about a student in their class must inform the Student Support Coordinator of these concerns by email, or discuss the student in a weekly staff meeting, outlining their concerns and requesting a meeting to discuss the difficulties, and to plan intervention and/or support. If the subject teacher has significant concerns about a student and believes that the student may need one on one support from the Student Support Coordinator, the teacher should make this clear in the email subject line, by writing 'Intervention for (student name) requested'. The Student Support Coordinator must be informed as soon as possible if any student within the MYP, despite being flagged or not, has received a 3 or below out of 8 in an assessment. The Student Support Coordinator will then liaise with the subject teacher to ensure that the student will have the opportunity to learn missed objectives. The Student Support Coordinator will liaise closely with subject teachers, in addition to parents/guardians, to ensure holistic support for the student. They will communicate with teachers via email, individual meetings, and whole staff meetings.
- *Communication with Parents/Guardians:* DIA values the role that consistent and strong parental/guardian support and encouragement plays in assisting students to succeed in school. In addition to communicating with parents/guardians through Parent/Teacher Conferences, report cards and workshops, the student services/Student Support Coordinators will remain in close communication with parents/guardians of students who receive regular support. Parents/guardians will be informed if their child is receiving regular support in a letter, which will include the following: information, how often the child will receive support, what the aims of the support classes are, how parents/guardians can support their child to achieve these aims, when the parents/guardians can next expect follow up, and a request for the parents/guardians to confirm receipt of the letter. Parents/guardians may also be asked to attend a meeting with the student services/Student Support Coordinator to discuss how the school can work with them to support the student most effectively. The level of ongoing communication with the parents/guardians will be determined on a

TANZANIA, Dar es Salaam (cont'd)

SPECIAL EDUCATION (cont'd)

case-by-case basis. As the matter of students struggling to keep up in class and requiring support is a sensitive one, although communication with parents/guardians will follow certain guidelines, it will also be personalized and understanding of the need for parents/guardians and student to be communicated with sensitivity. Where particularly sensitive topics are to be communicated, parents/guardians will be asked to attend a meeting with the student services/Student Support Coordinator to discuss the matter in person. When the student no longer requires support, parents/guardians will receive a letter to inform them of the decision. Student progress will be reviewed in Term 2, and if a student is at risk of failing a grade, parents/guardians will be informed, and will be asked to attend a meeting to discuss interventions with the Student Services/Student Support Coordinator in Term 2. If, in Term 3, the student is still not reaching objectives, parents/guardians will receive a letter to inform them that the student cannot be accepted into the next grade in the next academic year. This letter will outline the support the student has received so far, recommendations made by DIA and the student's current achievement level. DIA recommends students for assessment with an educational psychologist when they feel that it is in the student's best interests, and when they feel that the school is unable to support the student effectively without further information of strengths and weaknesses. It is important that the parents/guardians are comfortable with this process before going for assessment, so that feedback from the psychologist can be used positively, and not viewed as a source of shame. Advantages of students and parents/guardians having knowledge of their diagnosis include support and guidance from the psychologist for the teachers, parents/guardians and the student on how to limit his/her difficulties, and the possibility of having special arrangements in assessments. Research also shows those students who are aware of the reasons for their difficulties feel more confident, and more in control of their learning.

- *Documentation:* All documentation regarding student support will be kept both on the server as well as in individual portfolios, which will be kept confidentially with the student services/Student Support Coordinator. Records will include information on: students receiving support, including their areas of strength and weakness, the level and nature of support being received, student progress, communication with parents/guardians, communication with teachers, records of previous school reports and or relevant psychological, sensory or baseline tests done to assess a student, and student's main objectives and achievements per term. This information will be available for all teachers to refer to. In addition, student records from previous schools, and their entrance assessments to DIA will be kept on file in the administration building. Comments on students' end of term reports will reflect the reality of the students' strengths and weaknesses, their progress, and suggestions of areas to improve (See Appendix 5).

International School of Tanganyika (2015)

PK-12

1,053

<http://www.istafrica.com> The School is basically equipped (with staff training and program) to deal with students with special needs. The access ramp for physically handicapped is available only at the secondary school, for the ground floor classrooms. In all cases, if a student comes with a special need, it is dealt with on an individual basis.

THAILAND, Bangkok

SPECIAL EDUCATION

Post Comments (2015)

Special education services, such as self-contained classrooms, extensive occupational therapy, intensive speech therapy, psychiatric counseling or remedial classes for severe learning disorders (for example, moderate to severe dyslexia) are not generally available at schools in Bangkok, particularly for older children. If you have a child who is learning disabled or who has a history of learning or emotional problems, we urge you to contact the schools directly, prior to arrival at post, to see if your child's needs can be met.

THAILAND, Bangkok (cont'd)**SPECIAL EDUCATION** (cont'd)**Berkeley International School** (2015)

K-12

300

www.berkeley.ac.th The special needs provision currently consists of a whole school special needs coordinator (SENCo), and the first and only fully integrated specific learning differences program in the Asia Pacific region. The program caters to students who have been identified by an educational psychologist or specialist teacher as having specific learning differences (including: dyslexia, dyspraxia, dyscalculia and attention difficulties) and, who are struggling to access the school curriculum through regular classroom instruction. The students in this program are taught by SEN qualified teachers and dyslexia (Orton Gillingham) practitioners. The students in the program receive pull-out for 1 hour per day for intensive dyslexia intervention and push-in one hour per day for language arts lessons to ensure that the strategies taught in OG are transferred to the classroom. The dyslexia specialist is fully trained to assess and report on specific learning differences. The SENCo manages the whole school 'at-risk' students through both pull-out/push-in support where deemed necessary. The amount of support is dependent on the level of need and provision available; the services provided are generally push-in/out by the SEN teacher.

Harrow International School (2014)

PK-Y13

1,372

<http://www.harrowschool.ac.th/> Harrow Bangkok has a separate department that caters for children with special needs, incorporating both learning support and gifted and talented. Cases are evaluated on an individual basis and the appropriate level of service provided accordingly. Please contact their admissions for referral to this specialist department.

International School Bangkok (2015)

PK-12

1,916

<http://www.isb.ac.th/> ISB is moving towards being more inclusive and meeting more diverse needs in an effort to keep siblings together. ISB currently supports students with learning needs in the regular classroom and limited pull-out support. Some students with identified learning needs participate in a learning support class during the school day. The level of services provided is "mild" (less than 20% of the school day). Learning needs that can be accommodated at ISB include learning disabilities, mild emotional/behavioral disorders and speech/language impairment. ISB employs certified special educators, school psychologists and speech language pathologists. There are agencies that cater to students with learning and emotional/behavioral needs in Bangkok. Most are located downtown 45 minutes or more drive from the school. ISB school psychologists maintain a directory of community resources: <https://bangkokcommunityresources.wikispaces.com/>.

The Village International Education Centre (2015)

3-20yrs

<http://www.village-education.com/site/site2/> The Village Education Centre is a Special Needs School and provides the following curriculums/program of support: English National Curriculum. They have an educational psychologist and a counselor on staff. The School employs special needs teachers. They offer support to all areas of need: mild, moderate, and severe. The School can provide services to children who need ASDAN (special needs life skills); dyslexia; autism; Equals (special needs life skills); speech and language; occupational therapy. The School offers the following programs: ABA and counseling.

THAILAND, Chiang Mai**SPECIAL EDUCATION****Chiang Mai International School** (2015)

PK-12

484

<http://www.cmis.ac.th/> CMIS provides learning and counseling support for elementary and secondary school students with mild: learning difficulties and disabilities; attention deficit and hyperactivity disorders (ADD/ADHD); and Autism spectrum disorders (ASD), including Asperger's syndrome, if the student is cognitively and behaviorally capable to competently participate and achieve in the regular, mainstream academic programs (NOTE: CMIS does not have a speech-language pathologist (SLP) to work with children on the ASD spectrum who require speech-language therapy as integral part of their treatment/intervention plan); emotional issues but not emotionally or mentally disturbed; orthopedic problems (Note: except for the cafeteria, CMIS facilities became wheelchair accessible in August 2013); CMIS staff can assess academic achievement capabilities but cannot diagnose learning or behavioral conditions or disorders; CMIS refers families to or

THAILAND, Chiang Mai (cont'd)

SPECIAL EDUCATION (cont'd)

recommends that they seek out private educational psychologists in their home countries for full diagnostic evaluations when the Student Support Committee determines that such an assessment is warranted to identify a possible learning disability or disorder; CMIS has no speech-language pathologist (SLP), and there are no English-speaking SLPs in Chiang Mai at this time. There are on-line services, such as Canto Speech Therapy (www.power-of-speech.com/) that families can investigate when students require speech therapy; CMIS can accommodate students with mild hearing impairments if the student can hear normal volume speech and language with a hearing aid or other voice/sound amplification device; and CMIS cannot accommodate students with moderate to severe vision impairments that cannot be rectified with prescription lenses.

Grace International School (2015)

K-12

554

www.gisthailand.org. The School serves students with the following mild to moderate learning differences as staff and classroom space are available: hearing impairment or central auditory processing disorder; learning disability; speech and language impairment, intellectual disability; autism; ADHD; sensory integration disorder and other OT challenges; cerebral palsy; and English language learning needs. On a year-by-year, case-by-case basis, students with more severe learning differences may be considered. The elementary school building is accessible for physically handicapped students though the current secondary building is not. The secondary has English and math foundations classes available most years. Support provided as special needs staff is available include: special education; speech/language therapy; occupational therapy consultation; NILD therapy; ES; and testing by an educational psychologist. Full OT services are available in the community. Except for the few students in secondary English and math foundations classes, students are either helped within the classroom or pulled out for only a small portion of the day for specific interventions. Families whose children have special needs should contact the registrar. Screening through email correspondence may be available for students with severe learning differences. Other students with special needs should fill out the standard student application form, which includes questions addressing parental concerns and student needs.

Nakornpayap International School (2015)

K-12

403

www.nis.ac.th Two ESL teachers and two full-time learning support teachers are available.

TIMOR-LESTE, Dili

SPECIAL EDUCATION

Post Comments (2015)

Neither school offers specialized special needs provision. The QSI director reports that mild hearing and vision disabilities at elementary levels are catered for on an individual basis. The facility is not accessible for physically handicapped and cannot cater for moderate learning disabilities at the middle school levels. DIS is partially accessible for the physically disabled as it is all on one level. It offers no special education services, although it tries to accommodate gifted children and children with mild disabilities.

Dili International School (2015)

PK-12

310

www.distimor.org The School's admission policy states that they can accept students with moderate special needs. Each case is examined individually. If a student does require additional support, attention, or resources, the school will host/accommodate as well as facilitate those, but the parents must pay for them in addition to the tuition fees.

Quality Schools International of Dili (2015)

PS-12

79

www.qsi.org/east-timor/etm QSI Dili does not offer programs to special needs students. In Dili, there are no occupational therapists, speech therapists, psychologists, or physical therapists. QSI is able to refer students and parents to online speech therapy programs, but does not have a therapist or program on site. QSI is not equipped to accommodate special needs students, as there are no special needs teachers at the school or within the community.

TOGO, Lomé

SPECIAL EDUCATION

Arc-En-Ciel International School at Lomé (2015)

PK-10

517

<http://www.arc-en-ciel.org/> The School has no specific program for children with special needs but there are a number of children with special needs (learning difficulties, mental handicap) who are fully integrated, as this is viewed as beneficial for the child and the wider school. The School is in contact with various specialists (speech therapist, education psychologist, and psychiatrist) who carry out assessments as requested and whom they can recommend to parents should ongoing input be needed.

British School of Lomé (2015)

PS-13

277

<http://www.bsl.tg/> The British School of Lomé provides a wide variety of learning experiences and varied assessments so that students of all abilities are accommodated.

Detail which needs can be addressed: The School is able to accommodate a wide range of special needs, from mild to severe which include learning disabled, speech impaired, hearing impaired, orthopedically impaired, mild sight impairments and emotionally disturbed.

- Parents must divulge all relevant information regarding their child's special needs and medical history to allow the school team to make an informed and realistic decision about the appropriateness of the child's admission /placement at The British School of Lomé.
- A child with a severe learning difficulty may be admitted with a clear written understanding of the nature and time span of the school's commitment.
- If after admission the Head of School finds that the child's educational needs are beyond what the school can offer s/he reserves the right to ask aid where possible,
 - The parents to choose an alternative school provision or
 - To provide a privately paid full-time capable assistant to support the child in every class. This can apply in particular to a very young child.

Programs and Services

- The British School of Lomé recognizes that learning difficulties can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment; or a specific learning or language difficulty. There may be a need to challenge able students and stimulate a higher level of achievement, in a particular area, or across subject areas.
- Learning support is provided by additional support/enrichment through a learning resource center and in the regular classroom.
- Teaching styles reflect the wide range of abilities and language levels in most of our classes even at the advanced levels.
- The majority of students in Year 11, IGCSE and 12-13 pursue academic courses leading to university or college education through the IB Diploma or certificates which allow students to progress to an appropriate post-secondary experience.
- Pupils in Year 10 with specific learning difficulties can opt to take supportive studies. This course benefits pupils who would struggle with the demands of taking all the (I) GCSE and IB Diploma options.
- Exam dispensation is sought at IGCSE and IB levels for those students who need extra measures of support in these examinations and course work.
- The British School of Lomé gives advice where and when appropriate if it is evident that other alternative programs/school would appear to be the better option after Year 11.
- Each child who is identified has an IEP and a class accommodation list. As each child is a unique individual with differing needs, the program of study for each child will be as unique as the child.
- It is the schools aim to integrate all students into the mainstream classes where they will receive appropriate teaching and support.
- Students have access to the whole curriculum unless because of their needs they need a reduced curriculum.

TOGO, Lomé (cont'd)

SPECIAL EDUCATION (cont'd)

Staffing

- There is a learning resource co-coordinator who is trained to diagnose disabilities.

GIFTED AND TALENTED

British School of Lomé (2015)

PS-13

277

<http://www.bsl.tg/> **Admissions procedures and programs for gifted and talented students:**

- Identifying gifted and talented students takes the form of a procedure similar to the identification of the child with learning difficulties following:
 - Teacher observations
 - Group school testing
 - Performance measures (not only grades but activities, hobbies prizes won, portfolios that provide evidence of talent)
 - Checklists and inventories
 - Aptitude and achievement tests which include cognitive ability testing

Programs for gifted and talented

- Accommodations are flexible and include a range of options looking to use as many community resources as possible which may mean enrichment in a specific area within or outside the classroom which include:
 - Independent projects
 - Contest or competitions
 - Pull-out enrichment programs (small groups where appropriate)

TRINIDAD AND TOBAGO, Port of Spain

SPECIAL EDUCATION

The International School of Port of Spain (2015)

PK-12

474

www.isps.edu.tt **Special Educational Needs Philosophy:** The International School of Port of Spain is committed to developing the individual potential of each student and aims to provide a comprehensive, sequential framework for meeting individual student needs while simultaneously promoting high standards of academic achievement. In keeping with International Baccalaureate principles, we provide support for our students with special educational needs, and support for our teachers through successful inclusion because we believe that all students should have equitable access to learning and opportunities for achievement. Classroom teachers and special needs teachers collaborate on differentiated instruction to address students' diverse learning styles, interests and abilities. ISPS has limited services for students with special needs. Students with specialized learning needs, behavioral needs, or English language needs, are evaluated by Student Support Services prior to placement. It is essential that the school be aware of the services each student needs in order to determine if ISPS is able to provide an appropriate placement and offer the necessary support. Besides providing the required academic record for all students, any student with a history of special needs must also provide current psychoeducational reports, special education plans, and any other anecdotal records available.

ESOL Program: (English for Speakers of Other Languages): ESOL students will be assessed and programs will be designed to meet their individual needs. In most cases students will be fully immersed in general education classes with assistance being provided in the classroom. In some instances students will be pulled out for small group or individual sessions with support staff. If a student has no English background it may be necessary to provide initial individual instruction. If private instruction is necessary in order for a student to be successful, ISPS reserves the right to ask the parents to bear the cost of these sessions.

Within the MYP, intermediate academic language proficiency in English is a pre-requisite for admission into ISPS because the primary language of instruction at ISPS, in all grades, is English. All students are expected to complete the objectives of the MYP Language and Literature course in English. Students are not admitted to the school unless it is deemed that the ESOL support we can provide to them is sufficient to enable them to experience success in the English language and literature coursework.

TUNISIA, Tunis

SPECIAL EDUCATION

American Cooperative School of Tunis (2012)

PK-12

600

<http://www.acst.net> ACST is staffed to meet the needs of children with mild to moderate special needs, but is less able to accommodate those with severe learning and/or physical disabilities (e.g. children requiring wraparound therapy services such as occupational, physical, and speech therapy services). There are currently teachers onsite trained to teach children with special needs and there is a special needs coordinator. The school asks that parents provide all school records including the child's IEP in order to assess needed accommodations. ACST can accommodate students for whom programs are already in place.

TURKEY, Adana

SPECIAL EDUCATION

Incirlik Unit School (DoDEA) (2015)

K-12

402

<http://www.inci-ehs.eu.dodea.edu/> Mild to moderate learning disabled students can be accommodated. Speech services are also offered, as well as mild to moderate pre-school age services. Incirlik Unit School is a level 2 school meaning it is able to service students with mild to moderate disabilities; mild=mainstream or pullout for up to 20% of the school day; moderate=20-50% pullout. There are three areas of need we service communication impaired, developmental delay, and specific learning disability. We service communication impaired students at the C2 level meaning services are available to provide comprehensive speech and language interventions in individual or small group settings. We service developmental delay preschool students at the P2 level meaning mild to moderate developmental delays who require daily or less frequent support in a preschool classroom setting. Specific learning disabled students are services at the L2 level meaning services are available to provide individual instruction in the general education classroom with resource room support not exceeding 50% of the day. There is a Case Study Committee with staff members that are trained to diagnose disabilities in the areas of communication impaired, developmental delay, and specific learning disability. The staff members that are trained to diagnose disabilities in the areas of communication impaired, developmental delay, and specific learning disability are all on site at Incirlik Unit School. These staff members are also the special needs teachers employed at the school that work with the student.

GIFTED AND TALENTED

Incirlik Unit School (DoDEA) (2015)

K-12

402

<http://www.inci-ehs.eu.dodea.edu/> At Incirlik Unit School, in order for a child to be considered for our gifted program, they must be referred by a parent or member of the faculty and meet the qualifying standards set by DODEA. The process is as follows: once referred, the gifted education instructor sends home paperwork for the parents to fill out that gives them permission to test their child and provides information on how their child performs, compared to other children of the same age. Once that packet is returned, the child is tested using the In View and/or Naglieri tests. The gifted education instructor also gets input from teachers using our gifted rating scale (parents fill out a similar one in their packet). Finally, the gifted education instructor takes the test scores, information from parents and teachers, and information from the student's records and compiles them into a summary. This summary is reviewed at the gifted review committee meeting, which is a panel of faculty members that includes the gifted education instructor, administrators, counselors, and teachers. This committee reviews the summary and determines if the child qualifies for the gifted program (according to DODEA guidelines) or needs further monitoring. A letter is then sent home to the parents with our decision. A parent can appeal the decision if they disagree. If the committee determines that a child qualifies for the program, then the child is pulled out of class for one hour on every other day to participate in the gifted program. The gifted education instructor runs the gifted program by herself (she has gifted endorsement on her teaching certificate) but she must consult the committee when admitting a child into the program; she cannot just decide they are qualified on her own.

TURKEY, Ankara

SPECIAL EDUCATION

Bilkent Laboratory and International School (2015)	PK-12	980
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www.blisankara.com *NOTE: School is bilingual Turkish/English* **BLIS Elementary and Middle School Learning Support Programs:** The BLIS Elementary Support Program was developed to meet the needs of students in grades 1-8 who are in need of additional support in the areas of reading, writing and mathematics. The BLIS support teachers assesses the students to direct the instruction of each student. Students are assessed on a regular basis to change the intervention if necessary for improved student achievement. **BLIS Elementary Accelerated Learning Team (ALT):** The ALT consists of the elementary principals, counselor, psychologist, language program coordinator, and learning center teachers. The ALT works closely with classroom teachers to support the learning of students. The ALT facilitates learning outcomes by offering additional support to those students for whom regular classroom differentiated instruction is not enough to enable a student to learn at a rate commensurate with their peers. The team offers suggestions and sometimes, with parental approval, students are offered support in the learning support program. The ALT provides support for Early Childhood students through fourth grade. The ALT supports students who are experiencing difficulty, particularly in reading, language and behavioral guidance. **English as an Additional Language (EAL):** The EAL teacher designs and delivers programs which support the English language development of students whose first language is not English and need additional support. The teachers collect data through an assessment called the Language Assessment System (LAS). EAL programs are delivered in a variety of ways to meet the different needs of EAL students at different stages of learning English according to their LAS scores.

British Embassy School Ankara (2015)	PK-7	194
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www.besaturkey.org The School has a SENCO and a SEN assistant on campus. Applicants with special educational needs are assessed on an individual basis to see if the school can accommodate their needs.

Oasis International School (2015)	PK-12	226
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www.oisankara.org The School can accommodate children who have mild learning disabilities, across all grade levels. The educational therapist works with students using NILD therapy. He is full-time and works with a small number of students each year. Admissions procedures are the same, but can take longer at times, because of IEP reviews and meetings.

TURKEY, Istanbul

SPECIAL EDUCATION

Istanbul International Community School (2015)	K-12	610
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www.iics.k12.tr Each child is evaluated upon application

MEF International School (2014)	PK-12	443
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<http://www.mefinternationalschools.com/> Mild learning disabled at all grade levels handled primarily in the regular classroom. The school is not accessible to physically disabled students.

GIFTED AND TALENTED

MEF International School (2014)	PK-12	443
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<http://www.mefinternationalschools.com/> MEF International School tries to tailor learning towards individual student needs when they can. Although these cases are quite rare, when gifted or talented students are identified based on teacher recommendation and academic excellence, the School recognizes the need for specialized programs to challenge young minds and prepare them for a more rigorous curriculum benchmark. They are currently working with a program at the John Hopkins Online University called CTYOnline. Currently, two of their students have been recommended to this institution to supplement their higher-level learning. These programs cater to the individual students, and their enrichment by subject area is monitored and assessed. Students work at their own pace, and then MEF International School collaborates with John Hopkins University to process the necessary transcripts and documentation.

TURKMENISTAN, Ashgabat

SPECIAL EDUCATION

Ashgabat International School (2015)

PK-12

250

<http://www.qsi.org/turkmenistan/tkm/> Quality Schools International does not provide special education services, nor does it suggest that there are functioning special education programs at its schools. What QSI does have are small class sizes with a model of teaching that can potentially support children with mild to moderate learning challenges. QSI is not unlike most international schools in that it does not hire the staff required to provide formal special education programming. Ashgabat International School requests that parents provide the school with information regarding any special needs assessments or services previously received, and requires a permission form to contact leaders in the institutions where the services were provided. Parents must realize that this does not mean the school will provide the same services; the School will use the information to learn about the needs of the students and modify its program to help students to be successful, if possible. There are times, however, when the services available in the School are not adequate to meet the students' needs.

All students that have existing special needs assessments upon enrollment at Ashgabat International School will be referred to the Student Support Team. The team will develop a plan of support for the student while at Ashgabat International School. Additionally, teachers can refer enrolled students to the Student Support Team if teachers suspect that students would benefit from additional support in the classroom. The Student Support Team will consist of the guidance counselor and teachers with backgrounds in special education. The team will discuss testing and observational notes on referred students in order to create a plan of modifications that may improve students' educational experience.

If, after the team has implemented modifications to a student's learning program, and it is determined by the school's instructional leaders that Ashgabat International School is not able to provide adequate services for a student, the following options will be presented to a parent:

- **Option 1:** The parent may seek additional services outside the curricular, physical boundaries, and time parameters of the school. If this option is selected, the parents will be responsible for the costs of such a program. If possible, Ashgabat International School will assist the parent in locating such programs.
- **Option 2:** The parent may request a reduction of the daily schedule to access additional educational services outside the curricular and physical boundaries of the school, but still within the school day. If this option is selected, the student will still be held responsible for completion of the core academic program at Ashgabat International School. In other words, students may not be pulled from their reading, language, arts, mathematics, cultural studies or science curricular areas. In rare cases, students may be pulled from their physical education, technology, world language, or classes related to the visual and performing arts to receive special instruction. However, this will be strictly limited to very special cases and determined by the school's administration and teaching team. In order to graduate and earn a diploma, all Ashgabat International School students must complete the requirements to do so. In most cases, the reduction of schedule will be limited to release from school time devoted to co-curricular activities, such as noncredit music, the arts, or sports activities. This option does allow for a student to be pulled from his/her regular school day for special instruction, but only for brief periods of time. Note: At no time may parents pull a child from regular classes and tutor the child themselves on school premises. This is reserved for a home environment outside the school day and school program.
- **Option 3:** The parent may suggest that a one-on-one assistant be arranged to help a child during the school day. The cost for recruiting and hiring of the one-on-one assistant will be the responsibility of the parent. School leadership reserves the right to review the qualifications of the assistant and interview the assistant; school leadership must approve any adult working in the school. A criminal background check will be required of any such personnel. If special tutoring addresses special learning needs, and it is determined by the parents and school leadership that the student would be better served if the school arranged assistance, this may be allowed. This might include pull-out time and/or in-classroom assistance.
- **Option 4:** The parent is free to seek educational services elsewhere.

TURKMENISTAN, Ashgabat (cont'd)

SPECIAL EDUCATION (cont'd)

In all cases, there will be no reduction of fees. For all outside services beyond the scope of the QSI educational system, all costs for special needs services, in addition to the fees outlined in the school's information packet are the responsibility of the parent. Quality Schools International does not have a part-time attendance policy or part-time fee structure. As mentioned above, the parent is responsible for all costs related to special assistance. The School does not accept the liability of parent-sponsored assistants or specialists. In all cases, the parents accept the responsibility of checking the background of anyone working with their child.

Intensive English Program: Ashgabat International School (AIS) strives to help all students be successful. Students whose first language is not English and that are in need of added support are enrolled in the Intensive English Program. In order to keep students on a successful track toward the secondary program, preparing to earn a graduation diploma, the following guidelines are in place for all students:

- **3–5-year-old students** who are non-native English-speaking students will be immersed in the regular instructional program and will complete their learning activities along with their native English speaking peers.
- **Beginning at age 6 years old**, all students of Ashgabat International School will be tested for English proficiency using several English language assessment tools. Students will be tested in reading, writing, speaking, and listening. If, after the tests are scored and it is deemed necessary by the school's staff that a student receive special English language instruction, students between the ages of 6 and 11 years old will be entered into an age-appropriate Intensive English program. Depending on a student's assessed level of English language proficiency, placement in the Intensive English program will range from two to three periods per day and will include additional support from an Intensive English teacher. All students in the Intensive English program will be assessed regularly and often using a variety of assessment tools and techniques in order to help the teachers design learning activities that will help the student stay on a positive journey to success. Each student's assessment results and progress toward the goal of joining the age-appropriate mainstream classes will be shared frequently with the parents and staff members included in a student's learning program. When a student is ready to transition out of intensive English, the student may be enrolled in a mainstream reading and language arts class at a lower age level in order to gain further skills before moving to his/her own age level class.
- **12–13-year-old students** (middle school age) that need to be placed in the intensive English program will be monitored closely in order to determine when they may be ready to enter the secondary program.
- **Secondary I students** are expected to be enrolled in literature I and writing I or higher level English courses. Those English language learners needing some support may enroll in a non-credit intensive English support class to help the students succeed in literature I and writing I. In order for students to successfully master secondary units, they need ascertain level of English language proficiency. The school has set the following minimum requirements for entry into the secondary program:
 1. Diagnostic Reading Assessment (DRA) independent reading level of 70 or higher.
 2. Measures of Academic Progress (MAP) Reading and Language Usage RIT scores at the 25th percentile or higher at the 8th grade level.
 3. A proficient writing level as judged by the secondary English teacher, based on writing samples. Prior to the beginning of the 3rd term, all 13 year-old students in the Intensive English program at Ashgabat International School will be assessed in their reading and writing skills as a preliminary review to assess their readiness for secondary Literature I and Writing I classes. The placement team will consider the following factors in assessing the students' readiness for the secondary program:

TURKMENISTAN, Ashgabat (cont'd)

SPECIAL EDUCATION (cont'd)

- ✓ DRA: Any student with a Diagnostic Reading Assessment (DRA) level less than an independent 70 reading level will be retested in May.
- ✓ Written Essay: The team and the secondary English teacher will review students' writing samples and may require an essay written specifically for the purpose of evaluation.
- ✓ MAP: The team will review the students' MAP test scores.
- ✓ Grades: The team will review the grades the student received on several consecutive status reports.

The team will notify parents of all students not currently meeting appropriate levels, and the team will meet with the parents to develop a plan of action. Then, in May, another DRA reading assessment and writing assessment will be given. After spring MAP assessment scores are available, another conference will be scheduled to notify parents of whether their child will be accepted to the secondary program at AIS. If deemed appropriate, the student may be enrolled in the 13-year-old reading and language arts classes with the understanding that the student may not qualify for an academic diploma upon graduation depending on the speed of English language acquisition.

UGANDA, Kampala

SPECIAL EDUCATION

Ambrosoli International School (2015)

PK-5

285

www.ambrosolischool.com Ambrosoli is an inclusive school which accepts children who need additional learning support as long as they feel that they are able to meet their needs. In mainstream school they provide support for children with learning challenges e.g. dyslexia. They also support children with EAL. The full-time coordinator of ILN (Individual Learning Needs) is special needs trained. Where possible these children are supported in class; they keep pull-out to a minimum.

Heritage International School (2015)

PK-12

360

<http://www.heritage.co.ug/> They have a Student Support Services Team that supports students with mild to moderate learning disabilities, mild to moderate learning difficulties, gaps in learning, those struggling with a new school system, speakers of languages other than English as a First Language, and those with social and emotional challenges. They offer both in-class and out of class assistance with an emphasis on inclusion. Personal Assistants paid for by the parents are sometimes used to support those students with more severe needs. They have a Heritage Haven where a special needs coordinator works with students, personal assistants, teachers and training assistants to support those with more severe needs. These students will go through the normal admissions process, but records and IEPs from previous schools will be required. Additional meetings are held with their Student Support Service specialists and additional testing may be carried out. All students under our SSST have an IEP if they are receiving additional support.

The International School of Uganda (2015)

PK-12

565

www.isu.ac.ug Students who enter ISU with an IEP continue with a support plan that matches their needs within the context of ISU. All ISU students are monitored through regular grade level meetings attended by teachers, counselors and special education learning support teachers. If a learning difference is suspected, a referral is made and the Optimal Learning Centre plans appropriate assessments to determine if a student qualifies for extra support. Outside recommendations for education psychologist evaluations may be requested depending on the needs of a student. Once a student has an IEP and is an OLC student, the type and level of support varies depending on the needs of the student. Student progress is monitored and reported to parents. 90% of special education serviced students are mild, and 10% would classify as moderate with 20-50% pull-out. They currently do not have any students who are 'severe' receiving 50-100% pull-out.

Needs that are typically met at ISU are students with: learning disabilities, mild cognitive impairments, speech impairments, hearing impairments, sight impairments, and mild emotional disturbances. ISU is not a wheelchair friendly campus because of the terraced terrain the campus is located on and the number of staircases required

UGANDA, Kampala (cont'd)

SPECIAL EDUCATION (cont'd)

to access classrooms. If a student requires more class assistance to access the curriculum than the special education department can provide with an ISU teaching assistant, a family may be asked to provide a PA (personal teaching assistant) to help meet the academic needs of a student in the classroom. This expense is expected to be met by the family. ISU does not have a school psychologist on staff; however they make referrals to psychologists within Uganda, Kenya, South Africa and home countries. Special education teachers at ISU have assessments which can flag up specific needs, monitor progress and be used to make goals for students. ISU has trained special needs teachers at the school who work with students. They also assist to locate tutors to support students at home that have experience working with special needs.

Kampala International School Uganda (2015)

PK-12

537

www.kisu.com/ KISU admits children with very mild special needs on assessment by the Learning Support Department.

UKRAINE, Kyiv

SPECIAL EDUCATION

British International School (2015)

N-YR13

522

www.britishschool.com.ua BISU has a Special Educational Needs Coordinator, who oversees the care and provision for our special needs students. Their coordinator is assisted by two Learning Support Assistants within their secondary schools and by classroom assistant teachers within their primary schools. Within nursery to year 4 each class has a bi-lingual assistant teacher, whom is fluent in both Ukrainian and English. In Years 5 and 6 the assistant teachers are shared across the year groups. The School also has EAL coordinators, one based in their Pechersk campus the other within Nivki. The EAL coordinators are supported by EAL assistants. Both coordinators and assistants withdraw students for intensive EAL sessions; and within the secondary school also provide in class support for subject specialists. Link to their school policies:

<http://pechersk.britishschool.com.ua/curriculum/school-policies>.

Kiev Christian Academy (2015)

K-12

128

<http://kca.org.ua> KCA currently may only service students with mild special needs (learning disabilities). They do not have staff to diagnose these disabilities. Students, however, may be referred to a Kyiv-based American psychologist. They also have access to other educational consultants located in Kyiv.

Kyiv International School (2015)

PK-12

725

<http://www.qsi.org/ukraine/ukr/> Mild emotionally disturbed at the elementary and middle school grade levels can be accommodated in the regular classroom. Mild hearing impaired, learning disabled, speech impaired and visually handicapped can be accommodated at all grade levels in the regular classroom. Mild orthopedically impaired can be accommodated at the middle school grade levels. The School is only able to offer assistance and programs for children who are mildly disabled. They do not have staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

Pechersk School International Kyiv (2015)

PK-12

422

<http://www.psi.kiev.ua/> Mild emotionally disturbed and speech impaired can be accommodated at the elementary and middle school grade levels in the regular classroom and through a resource. Mild learning disabled at all grade levels can be accommodated in the regular classroom and through the use of a resource room. The School provides in class SEN support and will not pull-out for more than one period per day.

GIFTED AND TALENTED

Kyiv International School (2015)

PK-12

725

www.qsi.org/ukraine/ukr/ Students are assessed and provided advanced educational opportunities in the core areas of instruction. Placement is based on records from the previous school, referral from teachers and parents, and admission testing. The focus of the program is on acceleration within the school curriculum and emphasizes higher level thinking skills.

UNITED ARAB EMIRATES, Abu Dhabi

SPECIAL EDUCATION

Post Comments – Special Needs Summary Report (2015)

Unlike public schools in the United States, private overseas schools are not required to meet the educational needs of every child who wants to attend. Therefore, if your child has special needs, it is your responsibility to select an appropriate school to address his/her needs. Please be aware that schools in Abu Dhabi have limited programs for children with special needs. In general, the schools here have almost no formal special needs curriculums. Those that do tend to educate children under age 14. If you have a child with an established IEP (Individual Education Program), it will be very difficult to continue the educational support standard suggested in the plan. The American International School in Abu Dhabi, www.AISA.sch.ae, has a very limited program for middle-school and below. The Canadian School, www.cisabudhabi.com, also makes some accommodations for mild cases. The Future Centre, www.future-centre.com, accepts younger expat children with more complicated special needs in a full day program (full day being until 2 pm), however their programs are extremely limited and/or subject to availability, as it is not a traditional academic institution. Please contact these schools directly for further details. Parents here have used the following website listing and forum as a resource on special needs programs offered in Abu Dhabi: <http://www.dubaifaqs.com/schools-special-needs-abu-dhabi.php>. Dr. Beatrice Cameron, the Regional Officer for Near East at DoS's Office of Overseas Schools (<http://www.state.gov/m/a/os/index.htm>) can share her expertise and provide more assistance with questions and concerns regarding special needs programs in this region and Abu Dhabi in particular. Contact her at cameronbh2@state.gov or call (202) 261-8211.

- **The Future Center for Special Needs** (PK-12) <http://future-centre.org/x/en/> The Future Centre maintains its commitment to providing relevant education and programs and rehabilitation services to students with Special Needs. Our goal is to improve the lives of our students and enable these students with disabilities to enjoy an enhanced quality of life, and pursue their dreams. Students at the Future Centre have various conditions like ASD or Autism Spectrum. Down Syndrome, cerebral palsy, motor disorders, speech and language disorders, SLD or specific learning disabilities like ADHD and dyslexia, hearing impairment, seizure disorders, and other rare conditions like Cohen Syndrome, Seckle Syndrome and Dr. Joubert Syndrome among others. Members of its staff come from various nationalities and all have gained their respective qualifications from either their home countries or from abroad. Most of the employees have university degrees while others have done postgraduate studies.
- **Stars for Special Abilities** (PK-Adult+) <http://www.starzuae.com> Stars for Special Abilities is committed to building a strong team with a common goal of helping every student shine. In partnership with children, teachers, parents, schools, medical professionals and the community along with the firm belief that all children are capable of success, Stars for Special Abilities is committed to helping each child develop not only academically but also socially and emotionally to their fullest potential and building each child's self-confidence and self-worth. Stars for Special Abilities offers support services for special needs children including; Auditory Integration Training (AIT) program, Consulting and support services for schools to integrate special needs students, Learning strategy and program development, Occupational Therapy Assessment, Diagnosis and Therapy, Psychological Assessments and Interventions including those related to attention deficit syndrome and ADHD, autism and related autistic conditions, dyslexia, Psychomotor Assessment, Diagnosis and Therapy, Rehabilitation Services, Rehabilitation Units for children waiting for transition into schools, Speech and Language Assessment, Diagnosis, and Therapy, Teacher training for teacher's assistants.

American Community School of Abu Dhabi (2015)

PK-12

1,096

www.acs.sch.ae The School can accommodate children with mild to moderate learning challenges. All applications are carefully and individually evaluated by a team of education professionals.

UNITED ARAB EMIRATES, Dubai

SPECIAL EDUCATION

Post Comments – Dubai School Information (2015) ----

Specials Needs programs in Dubai are very limited. In general, the schools here have almost no formal special needs curriculum. Those that do only tend to educate children under age 14. If you have a child with an established IEP (Individual Education Program), it may be very difficult to continue the educational support standard suggested in the plan. When communicating with schools in Dubai the parent should be knowledgeable of the IEP and prepared to discuss the student's needs with the school's ability to serve those needs. *American School of Dubai*: ASD does not guarantee admission to students from the Consulate community nor reserve classroom spaces. Any information regarding "seats" at ASD is related to the payment process only. Parents should contact CLODubai@state.gov to verify ASD desk availability prior to initiating the admissions process for each child as early as possible. Please note that timing is critical and parents will need to request admittance and make educational decisions long before arriving at Post. It is recommended that you begin the application process as soon as you receive your assignment notification. Unlike some other overseas posts, the Consulate cannot ensure that ASD will admit any or all of your children. Each year there are Consulate students who are not admitted to ASD due to academic concerns, special needs or lack of desks at ASD. There are no guaranteed admissions, particularly for children with special needs and children who have had behavioral or academic difficulties.

Post Comments – Special Needs Programs/Services available (2015) ----

- *Dubai Autism Center* www.dubaiautismcenter.ae/ Dubai Autism Center (DAC) is a non-profit organization which is not able to cover the salaries of its employees with student tuition and relies on fundraising to maintain its budget. Tuition is significantly lower than local private schools (20,000 AED vs. 50,000 AED) and is kept low to assist families whose children are enrolled. About 50% of the student body is local, and teachers speak Arabic and English. The teacher/student ratio is 2/4; the teachers have degrees in special education or psychology. The Center uses portions of Applied Behavioral Analysis (ABA) intervention along with speech, OT, music, movement, computer, and activities of daily living (specifically for the older children) and develops IEPs for the students. ABA is not used in its entirety; instead, several therapy approaches are used as the program is tailored to the individual student. The waiting list is about 80 students long. Prior to getting onto the waiting list, information of the child's abilities must be provided. Once the child is in the country, the Center expects to be able to do evaluations to further assess how the child will function within the classes that are already established. Therefore, waiting-list rank has weight, but more important are how the child functions and will benefit the group. With that in mind, you can see that the Consulate really has no pull in getting a child moved from the waiting list to active enrollment. The importance of early diagnosis is associated with dramatically better outcomes for individuals with autism. Dubai Autism Center has established a multidisciplinary team specialized in the assessment and diagnosis of ASD. The members of the team are Family Program Coordinator, Clinical Psychologist, Speech and Communication Therapist, Occupational Therapist, Pediatrician, Behavior Modification Therapist, Child Psychiatrist, Neurologist
- *Dubai Center for Special Needs* www.dcsneeds.ae/ DCSN is a non-profit organization that provides specialized education and therapy for children with various disabilities. DCSN is largely dependent on the generosity of the local community and corporations for support. Their goal is to provide each of their students the chance to lead an enhanced quality of life. A qualified Child and Family Psychologist, the Director oversees the administration, therapy departments and educational programs ensuring that the curriculum and rehabilitation programs are in line with the latest internationally approved special education standards and guidelines. Currently there are 136 students at DCSN from various backgrounds. 54% of DCSN students are U.A.E. nationals. Their students range in age from 4 to 32 years old and are placed into classes based on their abilities. Split into 4 sections, their students will be in one of the following class groups: nursery, academic, prevocational or multi-sensory. Each section sets specific goals for the year as well as monthly educational themes. Therapy plays a vital role in the

UNITED ARAB EMIRATES, Dubai (cont'd)

SPECIAL EDUCATION (cont'd)

growth of their students. They have several dedicated therapists who work with students on a daily basis to improve their skills. Physiotherapy, occupational therapy, and speech therapy sessions are scheduled on a regular basis depending on each student's needs. Art and music are also integral parts of students' learning and therapy. Students learn to paint, make pottery, participate in woodworking and play instruments. These various art forms play an important role in physical development, building self-confidence and gaining new life skills.

- **Al Noor Special** www.alnooruae.org Al Noor's mission is to provide all individuals with special needs, regardless of background, the same opportunity through professional training and care to realize their potential and integrate into the wider community. Range of services provided: Department of Psychology and Social Work, Department of Occupational Therapy, Department of Physiotherapy, Department of Communication, Language and Speech, Autism Unit, Al Noor Research Program, Vocational Training Unit
- **Child Early Intervention Medical Center** www.childeimc.com Child Early Intervention is a specialized center that focuses on all aspects of child development from birth to 18 years. They offer developmental and psychological assessments, therapy services; special needs support and a variety of programs for children who require early intervention in learning or behavior. Their approach emphasizes individualized services for children and families that incorporate the importance of health and wellness, culture, family, language, community and how they contribute to a child's overall development. They offer parents, caregivers, and professionals within the community the resources and tools they require for successful intervention.
- **Stepping Stones Center for Autistic Spectrum Disorders** www.steppingstonesca.com Stepping Stones Center for Autistic Spectrum Disorders is an internationally recognized organization that treats and educates individuals with Autism and related disorders along with other areas of special needs such as ADD/ADHD.
 - Aldiabat Ashraf (Speech Language Pathology | Language: English, Arabic)
 - Claire McGoldrick (Counseling | Language: English)
 - Daly Sharon (Speech Language Pathology | Language: English)
 - Micalizio Veronica (Counseling | Language: English)
 - David Vivian (Psychology | Language: English)

Specialties include counseling, psychology, special needs, and speech language pathology.

- **kidsFIRST Medical Center** www.kidsfirstmc.com At kidsFIRST, being child-centered is the core of their approach. They are interested in developing the whole child – emotionally, physically, and mentally. Being child-centered is often not the easiest or quickest approach, but they believe that it results in the best outcome for the child. While they focus on the child, everyone involved in the child's life plays an important role.
- **The Rashid Pediatric Therapy Centre** www.rashidc.ae The Rashid Pediatric Therapy Centre is a humanitarian organization, which provides quality education and therapy services to children with special needs. Inaugurated in 1994, the Centre aims to ensure that international standards of excellence in education and therapy are maintained at every level. The Centre is unique in the Emirates for providing a holistic multi-disciplinary approach to special education. Each child receives a program specially designed to meet his or her individual needs. Parents are encouraged to participate in all aspects of the Centre's functioning and to be actively involved in their child's learning. The Rashid Centre aims to provide high quality, integrated education services and therapies for children with special needs. The center's purpose is to develop children's abilities to function and learn within their environments, that is, home, school, and community, and to develop maximum independence and participation in these environments. Their aim is to deliver services that set high standards and expectations for children with special needs residing in the UAE, and to develop awareness and an understanding of disability issues in the Gulf Community.

UNITED ARAB EMIRATES, Dubai (cont'd)

SPECIAL EDUCATION (cont'd)

- **The Developing Child Center** <http://www.tdcc.ae/intervention.php> Phone: [+971] 971-43011900 Email: info@tdcc.ae. The Developing Child Centre is a multi-disciplinary center dedicated to unlocking children's potential by advancing their learning & development through building skills & overcoming challenges.
 - Step 1: Evaluation & Assessments: They provide an individualized approach to meeting the diverse needs of every child. Every child has an initial assessment helping them identify their stage of development and enabling the Center to produce an individualized program focusing on their specific needs.
 - Step 2: Early Intervention Nursery: Children aged 2-6 years of age who have missed or have delayed developmental milestones. The Center provides intense & individualized support. Individualized educational plans (IEP) are developed for each child and daily classes are open from 8am to 1pm, Sunday to Thursday.
 - Step 3: Learning & Therapy Support Services: Open to all children up to the age of 18, their extensive & comprehensive learning & therapy support services help children build & develop their skills.

Comment from Valerie Davis RMO/P: Very appealing early intervention nursery for children ages 2-6, with speech and language, OT, behavioral therapists trained in U.S. or U.K. appropriate for autistic spectrum disorders, Down syndrome, severe ADHD or developmental delays. Individual case management and services including above are available to children from birth to 18 years old, but the nursery school is limited to ages 2-6. Located near where Consulate families live, very attractive and warm environment.

- **Child Learning and Enrichment Center** <http://www.childlearning.ae/child-learning-day-program.html> Email: childlec@childlearning.ae They work with children who have various complex needs and who require specialized treatment approaches to help them adapt and function in everyday life...Each child has an Individualized Education Plan (I.E.P.) that outlines goals and objectives for each child's learning. The preparatory classrooms are modeled after a typical preschool, KG, and Year 1 classroom where students learn in a small group setting and through structured play sessions. Group lessons focus on imitation skills, compliance, group participation, turn taking, and the development of pre-academic or academic skills. Such skills include math, phonics, reading, handwriting, and spelling, amongst other academic skills of appropriate rigor. The students also participate in morning meeting/circle time, art, gym, group activities, and snack times. Academic and behavior data are recorded daily to document progress on each IEP goal, and parents are notified of their child's progress through the use of parent communication logs. At Child Learning and Enrichment Medical Center, the staff works to develop new skills and behaviors that will support the child's inclusion into the home, school, and community. They use a variety of specialized techniques and approaches to address independence, self-help skills, functional academics, maladaptive behaviors, motor skills, communication, and social skills.

Comment from Valerie Davis RMO/P: Child Learning and Enrichment Medical Center, day classroom serves children with a range of special needs from the ages of three to ten. Highly regarded by UAE Western trained ASD professionals year round, 8 a.m. until 1 p.m. Would not recommend for child who will "age out" as there is no equivalent program for kids older than ten, but appropriate for those who can stay in the program during a posting to Dubai. Kariman Hamami is co-head teacher has a teaching background, Amanda Smith has a University of California bachelor's psychology degree and her experience has been with autistic children. Also has clinical input from highly qualified UK child psychologist and Autism expert, Dr. Fiona Desire.

American School of Dubai (2015)

PK-12

1,657

<http://www.asdubai.org/> ASD provides limited support for academic learning differences. They cannot accept students more than 6 months behind the School's academic expectations. Support is given primarily as an inclusive program with a specialist going into the classroom.

UNITED ARAB EMIRATES, Dubai (cont'd)

SPECIAL EDUCATION (cont'd)

Bradenton Preparatory Academy (2015)

PK-12

745

<http://www.bradentonprepdubai.com/> Student Support Program: The school has high expectations of effort and success from all students. They believe that their students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum. At BPA the curriculum is based upon Common Core standards, which are accessible to all, and all students are fully included in every aspect of school life. BPA is committed to inclusion. They aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced difficulties previously. The special educational needs of children will be met, where appropriate, within mainstream (classroom) settings. It may be necessary at times for this to be in a withdrawal (out of class) setting. They pay attention to the provision for and the achievement of different groups of learners: English language learners, learners with ‘additional needs’, and ‘gifted and talented’.

Learning Support (LS): BPA is committed to differentiated instruction to attend to the individual needs of all students. The Learning Support Program (LS) is available for students who require additional support in grades 1-12. This support is designed to assist students to achieve grade-level equivalencies in the mainstream classroom.

English Language Learners (ELL): BPA believes that all English language learners whose language level is insufficient to cope with a full curriculum in English should be offered ELL classes or in-class support appropriate to their age and level to enable them to perform effectively in the mainstream as rapidly as possible. Therefore, they immerse ELL students in an authentic language environment which is comprehensible, yet challenging, where specific language is targeted for instruction, where acquired language is used in meaningful tasks, and where an attempt is made to mirror grade level content and teaching styles. The language curriculum recognizes and respects the varied interests, abilities, needs and diverse cultural backgrounds of their students. It presents a progressive course of study, which gives insight into structures and functions of the language and emphasizes communication. They are committed to challenging their students through the implementation of a variety of instructional methods and strategies in a positive environment, conducive to further learning.

Collegiate American School (2015)

PK-9

889

www.casdubai.com The Student Support Team is comprised of the Principal, Deputy Principal, school counselor, English language learner (ELL) teacher and the learning support teacher. The School’s students with special needs vary greatly in their diagnoses. They have some students with autism (all have a shadow teacher or external service provider), other students with speech and language delays, dyslexia, AD/HD, ADD, etc. They currently have one student who is physically handicapped, who is in a wheelchair and attends school with a full-time nurse. They do not have on-site staff trained to diagnose disabilities but do work closely with several local centers who have qualified psychologists on staff who can conduct psycho-educational assessments. All students with a formal diagnosis are on their special educational needs (SEN) list. Students who are experiencing significant difficulties with their academics and are about two grade levels below are placed on the learning support list. Finally, students who are about one grade level below are placed on the focus list-academic and students who have behavioral concerns due to personal and/or home or school environmental factors are placed on the focus list-behavioral. The school counselor is primarily responsible for seeing the students on the focus list-behavioral and for tracking their progress. Currently, most students receive mild support. Some SEN students receive one or two forty minute one-on-one pull-out sessions per six day cycle. As an alternative or in addition to this, they may attend groups that target specific skills such as letters, phonics, writing, multiplication, factors, etc. The learning support teacher also helps students in middle school (grades 6-8) by being available for help in one of their math and English classes every six day cycle.

UNITED ARAB EMIRATES, Dubai (cont'd)

SPECIAL EDUCATION (cont'd)

Dubai American Academy (2015)

PK-12

2,298

www.gemsaa-dubai.com Mild learning disabled students can be accommodated in the classroom at all grade levels. Mild speech impaired students can be accommodated at the elementary grade levels in the regular classroom. The School is accessible for the physically handicapped and provides individual counseling and support in mainstream classroom, with small amount of tutorial/pull-out provided; all teachers are expected to differentiate instruction across the curriculum.

GIFTED AND TALENTED

Bradenton Preparatory Academy (2015)

PK-12

745

<http://www.bradentonprepdubai.com/> To meet the needs of high ability learners, BPA provides opportunities for extension activities to challenge their students. In the mainstream classroom, high ability students are continuously challenged through the use of ability groupings and tiered assessment strategies.

UNITED KINGDOM, Belfast

SPECIAL EDUCATION

Post Comments – Schools in Belfast (2015)

Northern Ireland has a very well-developed system for providing support to children with special educational needs. There is a Special Educational Needs Advice Centre for Northern Ireland (SENAC), which can provide assistance and information on the programs available. Each school has a special education needs coordinator, who analyzes the information provided by the parents and then assists with developing an appropriate plan. SENCO would need access to any existing medical/psychological reports, background assessments and the current Individual Education Plan for the incoming child to develop a school-specific IEP. There are five levels of IEPs provided at schools in Northern Ireland, the first three provided by the school, and if further assistance is necessary, such as an in-class assistant, the regional educational board steps in to provide support. Belfast has a number of schools that work with children with special educational needs. Additional resources:

[Link to Department of Education's Guide to Parents of Children with Special Needs](#)

[Link to Belfast Education and Library Board Special Needs Page](#) (once on page refer to links at left)

UNITED KINGDOM, London

SPECIAL EDUCATION

Post Comments – Special Education (2015)

The following listing of special schools includes both independent and state schools. It is impossible for us to assess the caliber of these schools relative to their US equivalents. It is generally agreed that they are not of the same standard as those in the US and do not follow a US curriculum. It is common for these schools to be oversubscribed and likely that your child would be placed on a waiting list upon initial enrollment. Post strongly advises that you begin communicating with the schools well before your arrival at post, and that you send them as much information as possible on your child's handicap. If already at post, see the Community Liaison Office for brochures and listings. **Please note:** a student cannot be accepted for admission to a specific state school until the family knows where they will be living. London is divided into boroughs and each borough's "Education Authority" only assigns students to state run schools *within* their jurisdiction.

SCHOOLS FOR CHILDREN WITH LEARNING DISABILITIES

- **ABINGDON HOUSE SCHOOL** (private): A small (60 students) co-educational school for children with specific learning difficulties aged 5-13 years. The school is designed to help the intelligent child with learning problems, so there is a high staff/pupil ratio. Instruction is delivered in small classes with teachers, assistants, therapists and trained staff. The Embassy typically has a few students at Abingdon House, all of whose parents have highly recommended the school.

UNITED KINGDOM, London (cont'd)

SPECIAL EDUCATION (cont'd)

Abingdon House is located within close distance of Regents Park. www.abingdonhouseschool.co.uk

Head: Roy Enlish

Age range: 5-13

Broadley Terrace

London NW1 6LG

Tel: 0845 230 0426

Email: ahs@abingdonhouse.school.co.uk

Learning Disabilities Addressed: ADD, ADHD, Autistic Spectrum, Dyscalculia, Dyspraxia and Dyslexia

- **FAIRLY HOUSE** (private). Fairly House takes boys and girls between the ages of 5 and 12 who have specific learning difficulties (dyslexia and dysphasia). The school is designed to help the intelligent child with learning problems, so there is a high staff/pupil ratio. Each child is assessed by the school and, if the education provided at Fairly House is suitable, the parent may complete an application for entry to the school. www.fairleyhouse.org.uk

Headmaster: Michael Taylor

Age range 5-14

30 Causton Street

London SW1P 4AU

Tel: 0207 976 5456

Junior School: (Grades 1-4) Senior School: (Grades 5-9)

Learning Disabilities Addressed: ADD, Dyscalculia, Dyspraxia and Dyslexia

- **SNOWFLAKE SCHOOL:** (private) a very small independent day school for pupils with autism aged 5-16 years old. Students remain at Snowflake until they are ready to join higher functioning autistic pupils or mainstream education. Many pupils have moderate learning difficulties, including speech, language and communication needs. All have difficulties in behavioural, emotional and social development. The school has consistently been awarded an "Outstanding" by Ofsted Reports. www.snowflakeschool.org.uk/

Headteacher: David Haswell

Ages 5-16

46a Longridge Road

London SW5 9SJ

Tel: 020 7370 3232

Learning Disabilities Addressed: Autism

- **BLOSSOM HOUSE SCHOOL** (private): a specialist independent day school for children from 3-19 years with speech, language and communication difficulties. All classes are multi-sensory and follow the National Curriculum. Speech and language therapists, occupational therapists and physiotherapists work alongside the teachers in the classroom. They also have a campus in central London for ages 3-8 years old (nursery to Year 3). www.blossomhouseschool.co.uk

Principal: Joanna Burgess

Age Range: 3-19

Station Rd

Motspur Park

KT3 6JJ

Tel: 020 8946 7348

Learning Disabilities Addressed: Speech, Language, and Communication Disorders

- **THE MOAT SCHOOL** (private): a coeducational day school for children ages 11 to 16 with dyslexia and related specific learning difficulties. The ability profile of the school is below the national average, with a small number having ability that is average or above average. The school does follow the National Curriculum. The school benefits from being housed in what is a school building, as opposed to a converted building. <http://www.moatschool.org.uk/>

UNITED KINGDOM, London (cont'd)

SPECIAL EDUCATION (cont'd)

Headmistress: Clare King

Age range 11-16

Bishop's Avenue

London SW6 6EG

Tel: 020 7610 9018

Learning Disabilities Addressed: Dyslexia, Dyspraxia and Dyscalculia

- **PARAYHOUSE SCHOOL** (private): a coeducational day school. Prospective students attend a 1-day structured assessment at the school. The curriculum is based on traditional subjects but geared to specialist methods for dealing with learning difficulties. The School's objective is to encourage children to develop their true potential in readiness for possible transfer to mainstream education. Computer literacy is an essential and a core subject. The School specifically provides educational programs for children with Down syndrome, epilepsy, moderate learning difficulties and speech/language difficulties. www.parayhouse.com

Head Teacher: Sarah Jackson

Age range 8-16

New King's Annex

New King's Road

Fulham London SW6 4LY

Learning Disabilities Addressed: moderate-severe learning difficulties

- **CENTRE ACADEMY** (private) works closely with the developmental center using a team of counselors, testing staff, clinical psychologists, educators, and other professionals to find the causes of a child's behavior. After the educational consultation a full evaluation of the child follows, including an interview and testing. The Developmental Center offers a full-day program that combines remedial help with course work and preparation for exams. They also offer "one-to-one" for students who do not need the intensity of the full-day program. They offer the American High School Diploma. www.dcedservices.com

Head of School: Natalia Ambridge

Age range 8-19

92 St. Johns Hill

Battersea SW11 1SH

Tel: 0207 738 2344/Fax: 0207 738 9862

Email: info@centreacademy.net

Learning Disabilities Addressed: ADD, ADHD, autistic spectrum, Asperger's syndrome, dyslexia and dyspraxia, moderate learning difficulties

- **THE HOLMEWOOD SCHOOL** (private) is a small coeducational school for children ages 7-18 years old. The school is housed in a converted series of buildings adjacent to a tube station. The school caters to children with high functioning autism, Asperger's Syndrome, language, communication and social pragmatic difficulties. The school is partnered with the Dwight School, a mainstream school. Children are able to access the curriculum in the Dwight school for a portion of their day. <http://www.thsl.org.uk/>

Head of School: Lucia Santi

Age range 7-18

88 Woodside Park Road

London N12 8SH

Tel: 020 8920 0660

Learning Disabilities Addressed: high functioning autism, Asperger's syndrome

- **THE DOMINIE** (private) is a special independent day school for ages 6-12 which specializes in providing education for dyslexic and dyspraxic children. The approach is multi-sensory and multi-disciplinary where each child's developmental needs are considered and addressed. The school hosts a maximum of 32 children. www.thedominie.co.uk/

UNITED KINGDOM, London (cont'd)

SPECIAL EDUCATION (cont'd)

Principal: Anne O'Doherty

Age range 4-11

55 Warriner Gardens

London SW11 4DX

Tel: 020 7720 8783

Learning Disabilities Addressed: dyslexia, dyspraxia

- **THE RAINBOW SCHOOL FOR CHILDREN WITH AUTISM** (private) is a special independent day school for ages 4-11. It is an ABA/VB (verbal behavior) school which offers a broad and balanced curriculum with a focus on developing functional communication. They also have a school for ages 4-19, also in Wandsworth.

Principal: Karen Sorab

Age range 4-11

Tram House

520 Garratt Lane

London SW17 0NY

Tel: 020 8879 7700

Learning Disabilities Addressed: Autism, Asperger's Syndrome

SCHOOLS FOR CHILDREN WITH PHYSICAL DISABILITIES

- **THE SWISS COTTAGE SCHOOL** (state): The school specifically provides educational programs for children suffering from learning, physical and speech difficulties, as well as the autistic spectrum. Ages 3-19 www.swisscottage.camden.sch.uk

Swiss Cottage School

Avenue Road

London NW8 6HX

Tel: 0207 681 8080

- **COLLEGE PARK SCHOOL** (state): For the mentally handicapped, ages 2 1/2-19, educationally sub-normal-mild. www.qe2cp.westminster.sch.uk

Ages: 2 1/2 -19

Executive Head Teacher: Olivia Meyrick

College Park School

Garway Road

London, W2 4PH

Tel: 020 7221 3454

- **QUEEN ELIZABETH II SILVER JUBILEE SCHOOL** (state): For the mentally handicapped, ages 5-19, educationally subnormal-severe. www.qe2cp.westminster.sch.uk

Ages: 5-19

Executive Head Teacher: Olivia Meyrick

QEII Jubilee School

Kennet Road

London, W9 3LG

Tel: 020 7641 5825

URUGUAY, Montevideo

SPECIAL EDUCATION

Lycée Français "Jules Supervielle" Montevideo (2015)

PK-12

995

www.lf.edu.uy The School offers some individualized educational opportunities for special needs but the campus and faculty is not sufficiently equipped to accommodate children with special needs.

URUGUAY, Montevideo (cont'd)

SPECIAL EDUCATION (cont'd)

Uruguayan American School (2015)

N-12

322

www.uas.edu.uy UAS provides services for students with special learning disabilities up to grade 8. The Uruguayan American School accepts students with specific mild learning disabilities and with physical disabilities (e.g., orthopedic, auditory, visual, or other health impairments) provided that the school facilities and personnel are able to accommodate them. Because UAS does not have the facilities or resources to accommodate children with significant learning, emotional or physical disabilities, the school cannot accept students for whom the available resources are not sufficient. However, at the discretion of the school leadership, in certain instances the school may admit students whose learning and/or physical needs exceed the school's capacity to support, provided that:

- Any accommodation needed (e.g., additional staff, resources, equipment, etc.), is paid for by the parent or a source other than the school.
- The school approves any resources and support personnel in advance.
- The parent arranges for and provides any additional resources or support needed.
- No significant modifications to the school facility are needed to accommodate the disability.
- The school has had sufficient time to prepare before the student is enrolled.

UAS requires complete records (testing and medical) for all students applying with a diagnosed disability. Parents of a child receiving any special services, such as learning disabled instruction, remedial support, speech/language therapy, occupational/physical therapy, or seeing any educational specialist outside of the regular classroom, must notify the school prior to beginning the admissions process. If the student is admitted, ongoing communication among the school, the parent, and if applicable, the outside support specialist(s) will be required.

Woodlands School (2015)

PK-12

644

www.woodlands.edu.uy The School has a Special Needs Department which follows an interdisciplinary and preventive approach to meet the challenges that arise from differing learning abilities. During support classes, each student's needs are individually catered to. The aim of this program and of the cognitive strategies it provides is to develop and boost these students' strengths and capacities so that they may seek, learn, and use these strategies to overcome their difficulties and work with the curriculum, both in Spanish and in English.

UZBEKISTAN, Tashkent

SPECIAL EDUCATION

The British School of Tashkent (2014)

PK-YR6

265

<http://www.britishschool.uz/en/home.aspx> The School employs a full time psychologist who supports class teachers and parents with Individual Education Plans and parent support classes. There is a one-to-one student/teaching assistant option for some students. At present, the school has no students with severe physical disabilities.

Tashkent International School (2015)

PK-12

483

<http://tashschool.org/> Students are admitted to TIS in accordance with the admissions policy. TIS is able to accept students with mild learning difficulties and students experiencing mild social/emotional difficulties. Due to its location and the lack of a professional support network in Tashkent, TIS is not able to accept students with severe mental, physical or emotional disabilities or sensory impairments. The School does not have the facilities or resources to support a comprehensive range of disabilities. Learning support services are available to students who are able to participate successfully in the regular classroom without significant program modification being made. Admission will only be granted to students for whom TIS can provide an appropriate educational program, and each case is assessed individually. Parents of students with extra learning needs are strongly advised to contact TIS before making a final decision to move to Tashkent to ensure that their child's needs can be met. It is very important that TIS receives all relevant information (including results of psycho-educational and other testing, IEPs, etc.) as soon as possible so that a decision on admission can be made. If documentation

UZBEKISTAN, Tashkent (cont'd)

SPECIAL EDUCATION (cont'd)

of a previously identified special educational need is not submitted at the time of application to TIS, admission may be made on a conditional basis pending review of the documentation. In some cases, the school may require the parents to provide extra support from a personal assistant or tutor beyond what is covered by basic tuition fees.

TIS recognizes that students in every classroom have a variety of abilities and some students may need extra support and attention in order to be successful. The learning support teachers (one full-time teacher in secondary, 1.2 FTE in elementary) work collaboratively with teachers to identify students with extra learning needs and to plan appropriate programs for them. Parents are closely involved in the process, and students themselves are included when appropriate.

VENEZUELA, Caracas

SPECIAL EDUCATION

Colegio Internacional de Caracas (2015)	PK-12	190
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<http://www.cic-caracas.org/> Speech and language services as well as occupational therapy services are available by special contract with a professional. Students must be no more than one year below grade level academically. CIC only accepts students with mild disabilities.

Escuela Campo Alegre (2015)	N-12	522
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www.ecak12.com The School endeavors to support students with identified educational needs. Admission of students with special academic needs is based on the student's ability to be successful in the regular program of studies. They have a special/student support services team in all divisions that serves their needs.

International Christian School (2015)	PK-12	97
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<http://icscaracas.com/> ICS offers services for children with special needs.

VIETNAM, Hanoi

SPECIAL EDUCATION

Concordia International School Hanoi (2015)	PK-11	222
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<http://concordiahanoi.org/> Concordia does not offer services to students with special learning needs or specific learning disabilities (i.e. significant limited intellectual ability, severe physical handicaps, or pronounced social, emotional, or behavioral difficulties) that require an IEP (Individualized Education Program). Hanoi has limited services available for students with special needs. Concordia works closely with a variety of individuals in the community who can diagnose and support students with minor special needs. Families of students with special needs are encouraged to contact the admissions office to explore if your child's specific needs can be met.

Hanoi International School (2015)	K-12	290
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www.hisvietnam.com HIS has specialist staff to offer learning support to those with learning disabilities—mild and moderate levels. They also carry out diagnoses testing. They have a comprehensive EAL/ESL provision.

QSI International School of Hanoi (2015)	PK-8	36
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<http://www.qsi.org/vietnam/vnm/> The School's ability to admit a child with special needs depends entirely on the intervention required. Because they are a small school with a low student teacher ratio they have children that are learning challenged, but operate at normal levels of expectations. If extra help is needed they may consider a shadow teacher for a child depending on the disability. The type of disability and the degree of severity is a factor in accepting the child. If they believe they can offer a program for the child they will accept the child.

VIETNAM, Hanoi (cont'd)

SPECIAL EDUCATION (cont'd)

United Nations International School of Hanoi (2015)

K-12

1,122

<http://www.unishanoi.org/> UNIS Hanoi offers support services for children from Discovery (3 yrs) to grade 12 who have special learning needs. Students are generally supported in the context of mainstream classes but some pull-out services are provided where appropriate. A tiered system exists to determine the level of support and specialist intervention such students require. Specialist teachers are employed at all levels; the support team includes a psychologist, a speech and language pathologist, and counselors. The learning support staff is trained to diagnose disabilities. UNIS Hanoi is an inclusive school and will endeavor to accommodate any student with special learning needs for whom the school has sufficient resources. There is access for the physically handicapped. A program for extension and enrichment of highly capable students ('gifted and talented') will be implemented from August 2016; at present such students are well catered for by the academically challenging IB programs and their open-ended curricula. No special admissions procedures are required in relation to this program.

VIETNAM, Ho Chi Minh City

SPECIAL EDUCATION

Australian International School (2015)

PS-13

1,037

www.aisvietnam.com The School offers support to students with mild to moderate learning needs and intellectual disabilities. Student support is split into two tiers. Tier 1 students receive three pull-out lessons out of 35 lessons per week with the learning support teacher and Tier 2 students receive three pull-out lessons out of 35 lessons per week with the learning support teacher as well as a full time qualified co-teacher for support in an inclusion setting. They have preferred specialists that they refer families to diagnose. They work closely with ABA therapists and speech therapists within the community to assist with supporting some of their students. Families should inform the School of the child's special needs when completing an initial enrollment application form. A full psychological report is required at the application stage. A standard entrance test followed by a meeting with the learning support teacher and an educational psychologist is necessary. Admission to the School is offered if the School has sufficient resources to support the student's special needs.

British International School (2015)

PK-12

1,800

<http://www.bisvietnam.com/> Each primary campus has a Learning Support Department to oversee the Individual Education Plan program. Parents will be consulted if a child is experiencing particular difficulties and an Individual Education Plan will be written for the child specifically to address their needs. In the secondary campus, their Learning Support Department is able to offer support for a limited number of students with mild learning difficulties. The school is unable to accept children with significant learning difficulties.

International School Ho Chi Minh City (2015)

PK-12

983

www.ishcmc.com Mild special needs may be accommodated. Mild emotionally disturbed, hearing impaired, or learning disabled students may be accepted at the School's discretion. The School is not accessible to the physically disabled. Teachers are trained to diagnose learning disabilities.

Saigon South International School (2015)

PK-12

875

www.ssis.edu.vn Mild learning disabled and speech impaired at the elementary and middle school grade levels. The School does not have ramps to U.S. standards but has elevators in both buildings. They have staff trained to administer psychological tests and diagnose specific learning disabilities. They do remediation of mild learning and speech/language needs with classroom accommodations. SSIS employs Counselors in all divisions. A comprehensive counseling program has been developed in conjunction with the American School Counselors Association (ASCA) and counselors from regional international schools. A community-based speech therapist works with students on campus. Although medical specialists (neurodevelopmental pediatricians, psychiatrists) are not based in Saigon, the SSIS counselors have established a referral system for students with these types of needs. The neurodevelopmental pediatrician is available for on-site assessments at SSIS or in Singapore. The psychiatrist is available in Singapore. An expatriate clinical psychologist is available to work with students and families through private contracting. For ESL students: tests are conducted to determine ESL level. For non-

VIETNAM, Ho Chi Minh City (cont'd)

SPECIAL EDUCATION (cont'd)

ESL students whose records indicate variations in their academic achievement based on admissions files reviews, students may be screened. Admissions screening assessments include the Measure of Academic Progress (MAP) and a written component. Parents whose children may be diagnosed with special needs should submit assessment reports (within the last three years) to the Admissions Director for review. Parents whose children are viewed as at-risk for special needs during the admissions process will most likely be required to have required assessments completed externally and submitted to the Admissions Director for review.

ZAMBIA, Lusaka

SPECIAL EDUCATION

American International School of Lusaka (2015)

PS-12

577

www.aislusaka.org The School supports students with mild special needs on a case-by-case basis. AISL employs 2.5 SEN teachers who serve students with diagnosed special educational needs in preschool through grade 12. Assessment for special needs assistance is by externally validated, internationally recognized Educational Psychological Assessments. Students between grades 3 and 5, who are two or more years below grade level, or with other needs which exceed the limited availability of the school services, will need to pay for additional services. For this purpose the School and the family will employ a teacher and there will be a set charge for these services. The services of the additional teacher guarantee a minimum of five hours a week, individually or in groups. Beyond grade 5, additional support may be recommended but is by private arrangement.

Students may additionally be required to receive support outside the school. SEN teachers will work with families to identify alternative learning resources that are appropriate for the student's particular needs. There are limited occupational therapy and speech therapy resources in Lusaka. Students who are unable to meet AISL educational standards despite receiving all degrees of special services, will be exited. Students with special needs must send psycho educational evaluations with their applications to school.

AISL has hired a team of three teachers (2.4 FTE) to implement a Differentiated Instructional Resource Program in literacy and mathematics for students in grades K-8. The purpose of the program is to support teachers in developing and implementing strategies to meet the needs of a diverse group of students in the same class (highly able students and students who require remediation). The objective is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum.

The specialists collaborate with classroom teachers to challenge/extend and support each individual student's learning. Teachers engage students individually and in small groups using a variety of teaching strategies creating learning experiences that meet each child's needs.